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Mock election educates future voters, predicts Clinton landslide

BY TONYA HUFFMAN
 Staff Reporter

More than 400 parents and students from grades kindergarten through 12 met together in the large auditorium last Tuesday to discuss issues in this year's presidential campaign and to vote for the candidates. The participants in the mock election chose Bill Clinton as President, Louis Stokes as US Representative and John Glenn as US Senator.

The mock election, which is sponsored by the social studies department, is in its third presidential year. Its major goal is enhancing voter education by bringing elementary and middle students to the high school to show them a dynamic learning environment, according to social studies department head Terry Pollack, who is a coordinator for the event.

Three people spoke on behalf of the presidential candidates they represented, presenting their viewpoints about various issues and adding their own personal statements that reflect the candidates' viewpoints.

Cathy Simon, a graduate of the class of '92, represented Bill Clinton, Attorney Don Korb represented George Bush and Rao Garuda, a community businessman, Ross Perot.

Tom Merrian, Chief Council for Attorney General Lee Fisher, gave a speech on the significance of participating in the electoral process.

After the speeches were made, the audience formed groups to discuss the issues that were presented, and then they voted for the presidential, and U.S. senatorial and representative candidates they felt were most qualified.

Simon said that having a mock election was a good idea because of the low number of students that participate in the election process.

"I think [the mock election] is a very good idea. Not enough kids are politically involved or informed. Young people should know about what the different candidates stand for. The issues are going to affect them,

and they have a lot at stake in this election. It's everyone's job to be informed," Simon said.

Superintendent Mark Freeman said that the mock election will aid people in choosing the best candidate.

"The mock election provides a forum for information so people can make a more knowledgeable decision," Freeman said.

One student felt that the Mock election will influence people of age to vote.

"Yes (the mock election will influence people to vote) because it will sway their vote," sophomore Telisha LeFloria said. "It will make them think twice on who they want to vote for."

Senior Curtis Aaron does not agree.

"I think it's good to get students aware of what's going on, but I don't think that it will change people's minds that won't vote, to vote," Aaron said.

In previous mock elections, the high school was the state mock election headquarters. Everyone that participated phoned the high school to place their vote. There are usually a large amount of people that attend the mock elections. In 1988, approximately 800 people attended, including former Ohio Governor Richard Celeste.



GETTING OUT THE VOTE. Social studies department head Terry Pollack, a coordinator of last Tuesday's mock election, discusses the value of voting with students.

Shakerite photo by Jason Hamilton

Korb, who is participating in the mock election for the first time, said that starting children in the voting process at an early age is beneficial.

"I don't think [people are] ever too young to learn about democracy," Korb said.

Garuda said that it's good for young students to participate because they vote for candidates based on the issues, not irrelevant factors.

"[Young children's] minds are not influenced by factors other than the main issues. They tend to be much more objective," Garuda said.

Students evaluate candidate qualifications

■ Who is best qualified and has the best program for dealing with the following issues?

✓ ABORTION
 Bill Clinton 75 percent
 Ross Perot 16 percent
 George Bush 9 percent

✓ BALANCING THE BUDGET
 Ross Perot 49 percent
 Bill Clinton 46 percent
 George Bush 5 percent

✓ FOREIGN RELATIONS
 George Bush 50 percent
 Ross Perot 38 percent
 George Bush 12 percent

■ Does Ross Perot have enough experience to be president?

✓ NO 71 percent
 ✓ YES 29 percent

■ How do you rate President Bush's performance in office?

✓ UNFAVORABLE 54 percent
 ✓ MIXED 34 percent
 ✓ FAVORABLE 5 percent
 ✓ UNSURE 7 percent

Source: Shakerite survey of 256 students

Test failure stops graduation

BY VANYA GREEN
Staff Reporter

Twenty-two percent of the junior class will not be able to graduate high school unless they pass the state-mandated ninth grade proficiency tests within the next two years, according to Assistant Principal Randall Yates, who assists with proficiency test coordination.

Juniors who have not passed the test will not become seniors next year, Principal Jack Rumbaugh said.

Several programs have been established to help those who have not passed all sections of the test, Yates said.

One of these programs, Proficiency Review of Basic Essentials (PROBE), assists students who need help passing the math portion of the test. Coordinated by math teacher Ovella McIntyre, PROBE reviews fundamental math skills and allows its participants to take practice tests, Rumbaugh said.

The middle school attempts to identify those students who may have difficulty passing the proficiency tests by giving them a practice test, according to John Federer, head of the middle school math department.

"If students do not pass any of the proficiency tests, their parents are notified," Federer said. "We strongly recommend that [the students] receive tutoring, go to summer school, attend a summer review program at the high school, or even work through a review workbook."

Federer said that the middle school is altering its curriculum to better prepare students specifically for the proficiency tests.

"[In the math department], we are looking toward teaching using more concrete experiences—we are introducing new concepts by modeling," he said. "That was not as prominent three years ago before the proficiency tests [were mandated]."

In the three years that the tests have been given, concern has been expressed about the comparatively low passing rate of minority students.

According to social studies department head Terry Pollack, 97 percent of the white students passed the citizenship portion of the test last year, while 71 percent of black students passed.

"I for one cannot intellectually accept the difference [in the numbers], nor can I educationally defend it," Pollack said. "I know that all of our teachers did equal prep work with their students and I would love to see the day when we have equality of scores."

Rumbaugh said he believes that the increased preparation provided by programs like PROBE is helping to boost minority scores.

"I am encouraged by the fact that we are closing the gap," he said. "I am working for the day when we don't have these differences."

Administrators and faculty have challenged the need for the proficiency tests.

"[Proficiency testing] is a waste of time, but we have to do it," Rumbaugh said. "This is a national movement that's not going to go away."

Rumbaugh said that there is a positive side to the tests. "The tests clearly establish a benchmark for acceptable progress through grade eight. It is no longer going to be acceptable for 'D' students simply to slip by," he said.

Pollack said that he sees the tests as a means to keep the definition of excellence "in check."

"If we really seek excellence, then we must attempt to demand learning and academic successes as early as the fourth grade," Pollack said. "Too often we inflate ego, and in high school that inflated bubble often bursts when we demand that the individual has to really know something concrete."

Fires threaten student security

Two students are facing expulsion in connection with two arson-related incidents in the high school.

One fire caused \$500 damage in room 156 on Sept. 29, destroying 50 textbooks, a bookcase, and a bulletin board, according to assistant fire chief Allen Weber.

A second fire in the boy's bathroom on Sept. 23 was smaller and more contained, so it did not cause much damage.

The two students who are allegedly involved in the fires are suspended with pending expulsion, Principal Jack Rumbaugh said.

A new law has been passed which states that students can be expelled from school until they are 22 years of age. Once a student is expelled from one school, he or she is automatically expelled from all of the schools in the state, according to Assistant Principal Randall Yates.

Rumbaugh said that this penalty is fair and justified. "Although everyone should receive an education, people who commit such acts forfeit their right to one," Rumbaugh said.

Yates speculated on why the students set the fires. "I think they're young men who had a fascination with fire and excitement and got carried away," Yates said.

Senior Joel Freimuth said that he was outraged at the lack of respect shown by those who set the fires.

"In the four years that I've been at this school, the respect has gone down while the security has gone up," Freimuth said.

-Rahila Ansari

Trick-or-treat time moved to afternoon

The hours of trick or treat on Halloween were moved to an earlier time because of community concerns about safety, according to a proclamation by Mayor Paul Means. The time allotted for trick or treating was moved to 4 p.m. to 6 p.m. from 6 p.m. to 8 p.m.

The time change brought dissatisfaction among some of the high school students. Freshman Lakita Lewis said that the fun will be taken out of Halloween due to the new trick-or-treating time.

"I think that they might as well not go trick-or-treating," Lewis said. "It's not fun in the daytime."

Sophomore Chris Kalafatis agreed with Lewis. "You can't scare anyone when it's the middle of the afternoon," Kalafatis said.

Security guard Cheryl Jennings said that the new time shouldn't concern students at the high school because younger trick-or-treaters will benefit by it.

"[The time change isn't] for the older kids, it's for the young kids," Jennings said.

-Denny Ives

Seven recognized as Achievement scholars

Seven seniors were recently recognized as National Achievement Commended Scholars, the highest number honored in the state of Ohio, according to Principal Jack Rumbaugh. This award is designated solely for minority students based on their scores on the PSAT.

The commended students are seniors Laurence Braddell, Colette Jones, Lauren Patterson, Kyle Samuels, Shondra Shine, Jamil Smith, and Mariama Whyte.

-Jamil Smith

Proficiency test passing rate increasing

	White		Black		Other		Total	
	Shaker	State	Shaker	State	Shaker	State	Shaker	State
Percent passing all four tests								
1990	81	37	22	11	42	22	49	33
1991	86	45	30	14	56	32	54	40
Percent passing writing test								
1990	97	79	76	63	100	66	86	76
1991	95	79	73	65	78	67	82	76
Percent passing reading test								
1990	97	82	73	59	75	66	84	78
1991	96	82	78	61	89	69	86	79
Percent passing mathematics test								
1990	81	48	24	15	50	30	51	43
1991	91	56	34	18	67	40	57	50
Percent passing citizenship test								
1990	93	60	57	31	75	44	75	55
1991	97	67	71	36	78	50	82	62

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Eleven members inducted into Hall of Fame

BY KEVIN COLE AND
JONATHAN HARRIS
Staff Reporters

Three television cameras, seniors and a few underclassmen filled the large auditorium for the seventh annual Hall of Fame assembly on Oct. 19. Eleven alumni were inducted, bringing the total number of inductees to 70.

"The inductees are all special people, but they're just like you. They all got their start at Shaker Heights High School," Alumni Association president Gene Barber said.

This diversity of the inductees impressed Marcie McElroy, whose son Michael was inducted for his musical work on Broadway.

"I really admire the different types of work displayed here," McElroy said. "All the inductees were very impressive."

A highlight of the program was Michael McElroy's song at the conclusion of his speech encouraging students to be themselves.

"I was really impressed with Michael. He carried himself well on stage and his singing was phenomenal," sophomore Chris Lund, a theater student, said.

Another inductee who was involved with the performing arts was singer Billy Newton

Davis, who recently performed the Canadian national anthem at the World Series in Atlanta with his a cappella group, the Nylons.

Psychiatrist Loren Roth talked about his work in the former Soviet Union and coaching the mobster Jimmy Hoffa on a prison debate team.

However, the inductees did not speak solely on their careers.

Cardiologist Herbert Warden told the students that if they are not academically successful now, they can still achieve their goals.

He cited his own troubled high school career as an example.

Several of the inductees spoke of getting their inspiration for their careers in high school.

Musician Theodore Bloomfield spoke of getting started on his career at the high school. He said that when he began playing the French horn, he took a step which led eventually to his student conductorship and an eventual apprenticeship with the Cleveland Symphony Orchestra.

The other inductees were architect Stephen Bucchieri, fashion designer Jolyn Darden, environmental sculptor Rob Fisher, lawyer Gordon S. Friedman, accountant Donald Kirk, and insurance agent Henry LiPuma.

"The inductees are all special people, but they're just like you. They all got their start at Shaker Heights High School."

*—Alumni Association president
Gene Barber*



SETTING AN EXAMPLE. Criminal lawyer and Shaker alumnus Gordon Friedman speaks to students at the Hall of Fame assembly on Oct. 19 in the large auditorium. Eleven alumni were inducted, bringing the total number of inductees to 70.

Shakerite Photo by Jason Hamilton

Senior homeroom sets record with United Way contributions

BY WILL GLASSON
Staff Reporter

Math teacher Alan Siebert's homeroom set a school record by contributing the most money for the third consecutive year to the United Way.

Siebert's homeroom raised 22 percent of the total United Way money by donating \$305.89 out of the overall \$1439.88.

Siebert said he was very pleased with the work of his students, and feels they should be recognized for their achievements.

"I feel like an enthusiastic parent watching them grow and mature over the last four years," Siebert said, who expressed strong ties to the kids in his homeroom.

Siebert said that he wanted to contribute to his student's personal growth by setting high goals and standards. Consequently over the past four United Way drives his

homeroom has collected approximately \$800.

Only a small amount of the total was donated by the immediate students in his homeroom, Siebert said. The majority was raised by bake sales, catering desserts at

tailgate parties, canvassing neighborhoods for donations and various other fund raisers.

"My proudest moment at [the high school] will come when I have the privilege to read off their names at graduation," Siebert said.

Assistant principal Desadre Lawson attributed the success of the homeroom to Siebert's own enthusiasm.

"The enthusiasm expressed by Siebert

was conveyed to the students which encouraged their generous donations," Lawson said, who coordinated the United Way drive for the sixth consecutive year. "[The students] showed a great deal of togetherness and solidarity."

Despite the success of Siebert's homeroom, some felt that the general response of the student body was slow and disappointing.

Lawson attributed this to an altered schedule during the week of the drive.

"Initially students were slow to respond. [This was] due mainly to an inconsistency in homeroom days that week when we had Wednesday and Friday off," Lawson said.

In addition to Siebert's efforts, the cam-

paign tried a new approach this year in order to reach the student body. Representatives from the student council came to all English classes, and told the students about the drive. Each representative discussed where the funds would go and who they would help.

"We have set an all-time record and records are made to be broken. We hope that another ninth, 10th, or 11th grade homeroom takes up our challenge and breaks the record," Siebert said. He emphasized that he, along with his homeroom, would be pleased if their record were broken.

Siebert's homeroom consists of Kim Butler, Andy Cameron, Peter Campen, Kelly Carleton, Elizabeth Carpenter, Tameka Carr, Abbe Carroll, Brendan Carroll, Stephanie Case, Monica Caterino, Ari Chopra, Olga Chwascinska, Steve Clark, Julie Clutter, Kamara Coaxum, and Jason Cohen.

"We have set an all-time record and records are made to be broken."

—Math teacher Alan Siebert

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Clinton offers change, hope

For President of the United States, the *Shakerite* endorses Arkansas Governor Bill Clinton, the Democratic nominee. Clinton has shown a firmer grasp of the issues and a stronger knowledge of what needs to be done to correct this country's economic ills.

For the last 12 years, the "Reagan-Bush era," the schism has widened in this country between the rich and the poor. The economy needs work; the national debt needs work, and some sacrifices must be made by the wealthy. President Bush doesn't realize this.

Although Bush does have experience as President and a good background in foreign policy, he can't relate to the American people about the economy. This was evident in the second televised Presidential debate in which Bush was posed the question "How has the recession affected you personally?" The President could not understand the question and answered feebly. Clinton addressed the voter personally, showing sympathy and understanding and stating his specific ideas for fixing the economy.

Ross Perot, the independent businessman who has brought new life to the campaign, seems to appeal to the American people, but has given few specifics regarding his plans. Every time he is questioned about specifics, he vaguely answers that he will go to Washington and reach a consensus of the American people as to what is the best plan. He claims that he can bring together both parties. What makes Perot think he carries a magic wand that will bring all conflicts to an end and unify Congress? Perot could have been a serious candidate if he had not dropped out and then reentered. Should Perot be considered for President if he's not sure he wants to do it?

The major knocks on Clinton have been that he is a "slick" candidate and not one who the American people can trust. Clinton has answered questions concerning his stand on the issues and his plans. He has constantly been harassed about his draft status and his stand on the Vietnam War. This all occurred 25 years ago, and even Perot agrees that it is irrelevant.

Meanwhile, Bush has persisted in attacking Clinton's character and not talking about the issues at hand. When discussing questions of trust, one must include Bush who pledged "Read my lips, no new taxes" during the 1988 campaign, an unrealistic promise he broke while President.

Clinton's major selling point is that he is the candidate for "change." The American people's dissatisfaction with government has never been higher.

We are ready for a change and a new direction in government to fix an economy that is clearly not in the forefront of the world as it once was. Clinton has a strong record as Governor of Arkansas in reviving a failing economy while maintaining a balanced budget. He was willing to recognize and address the problems facing the average American in Arkansas and will be willing to do the same for the country.

When we look at the issues that really matter to Shaker students, it is obvious to see that Clinton is the best choice. Clinton favors revamping the student loan system, making it possible for all students to afford college. He will improve the economy so that there will be jobs and a bright future for us when we go out into the real world.

In this Presidential election, Arkansas Governor Bill Clinton is clearly a better candidate than Independent Ross Perot or current President George Bush.

THE RITE IDEA

Cheers to Halloween.

Jeers to daylight trick or treating hours.

Cheers to Presidential debates.

Jeers to Vice-Presidential debates.

Cheers to jumping in and driving through leaf piles.

CHEERS & JEERS

Jeers to the first frost of the season.



Cheers to winter break (sorry... I guess that's a little premature).

Cheers to senior project (Gosh... I'm really getting ahead of myself, aren't I).

Jeers (again) to the fact that only one of the men's bathrooms in the school has a door on the stall. This jeer will continue until I am able to sit in peace.

Cheers to the end of the first marking period - one down, three to go.

Jeers to those students who don't know how to park and leave 10 feet between parking spaces. Go back to driving school!

Cheers to meeting schedules.

Jeers to homeroom schedule, a completely wasted, useless ten minutes.

Cheers to the Cleveland Lumberhacks, I mean Jacks.

Jeers to the Educational Testing Service, that monopolistic bunch of lunatics who control our fates. Anyone who thinks that four hours on a Saturday morning accurately measures 13 years of academic achievement has to be a loony.

Cheers to the three day weekend. May it live a long and blissful life.



Alarm clock wake up call for students

BY REBECCA DAVIS
Feature Editor

The alarm clock is sounding.

Buzzing and whining, it is trying to wake us from a slumber so deep that we merely swear and roll over. We are so sedated that when we hear the alarm's annoying ring we ignore it.

We're tired. We don't want to be disturbed. We don't want to be inconvenienced. We want to hit the snooze button and sleep all day.

It's time to wake up.

Wake up, turn off the alarm and do something.

Every day we wake up to a world crying out for our action. Somalia and Serbia, inner cities and homeless people, AIDS sufferers and battered women, neglected children and lonely senior citizens. The list is endless, and so are the true possibilities for our impact.

The United Way, Youth Ending Hunger, the Interact club, the Environmental club, Teen Institute and the African American Culture Association, to name a few, give us

every opportunity to become involved and act.

Unfortunately, hardly anyone does.

In a nut shell, we can't do anything if we don't even wake up to the alarm going off in our ears.

We can't effect the government or political process if we don't participate in it. We can't help the homeless if we don't devote our time or money to their cause. We can't make a lonely or neglected person's life any easier by ignoring their pleas. We can't end discrimination by slandering gays and lesbians.

We can change the world if we wake up, listen to the alarm clock, lose our apathy and act.

Now is the time when the alarm clock is getting louder and louder. It may shut off if we don't listen to it.

If we give a few hours of our week to a shelter, a food bank, a home for the elderly, or a political ac-

tion organization, we can make a difference. Speak out. Wake up. Stand up. The alarm clock rings on, warning us that inaction and apathy bring only greater problems with fewer solutions. The clock is ticking.



Shakerite artwork by Ledel Johnson

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Remedy needed for a terrible Halloween

BY JEFF EPSTEIN

Opinion Editor

The doorbell rings. "Trick or treat, trick or treat, give us something good to eat!" squeal the little witches, vampires and Batmen, in anticipation of their Snickers bar. The candy is plopped into their bags and they turn around to go to the next house.

Halloween always used to be an incredible time of the year for me. I loved getting dressed up in my elaborate homemade costumes and going out to collect pounds of candy which would last until the new year. I loved running through the shadows and pretending I was in a different world. I loved eating candy for three hours straight and bouncing off the walls.

For the last several years, however, Halloween has made me angry and I've had to fight for the right to go out and have fun.

"You're too old for this," say my parents and some friends.

"Halloween is for the little kids," say my teachers.

Bah humbug! They're wrong and they're just jealous they're not going to have as much fun as us.

Halloween is the one time of the year when everything conventional is tossed out the window. It is a break from the everyday grind of school life and an opportunity

for teenagers to go out and have some pure, uninterrupted fun.

Why, then, do some adults have a misconception about the holiday and tell us not to go out on Halloween?

It seems that some people's idea of fun is to chase



around little kids and steal their candy. I know it appears to be fun, but think about what it does. It robs kids' right to have fun on Halloween, a right all kids should have (including high school students).

Halloween needs to be a time when all kids can be kids. We all want to relive our younger years of childhood, but we need to be careful not to jeopardize others' rights to trick or treat.

A great injustice was done to the holiday this year. Trick or treating hours were on Saturday, from 4 p.m. to 6 p.m.

Any of you who trick or treated last Saturday, or have ever been trick or treating in your lives, should know how lame it was. Trick or treating in broad daylight takes all the mystique and fun out of it. As a little child, I remember being scared out of my mind by the rustling leaves and branches and the grotesque costumes. In the daytime these are just trees and rubber masks.

Even worse, trick or treating will be this way for two years because Halloween falls on a Sunday next year. How lame! I don't know about you, but I didn't have fun this Halloween and I intend to next year. Trick or treating between 4 p.m. and 6 p.m. simply is not fun.

This is what I propose for next year.

The first step is to get a funny costume. If you're going to trick or treat and people are going to be able to see you, you may as well crack them up. The second step - trick or treat and collect your candy. This will take from 4 p.m. until 6 p.m.

Now comes the fun part. Get a bunch of friends together, hop in the minivan, and drive out to a haunted house. Take your candy with you and eat it constantly until you get there. This should give you a spinning, hyper spastic effect, which is the perfect way to go through a haunted house.

As you career through the haunted house, you'll probably be bouncing off the walls and laughing hysterically while being scared out of your mind.

When you're done, think about all of those idiots who changed the trick or treating hours and told you not to go out trick or treating, and then think about how much fun you're having. Maybe you can bring them back some candy.

Students react to elections

To the editor:

I'd like to harangue on two issues. First is the presidency. Bush's record speaks for itself. He's failed in all areas, including foreign policy, simply because he hasn't taken any initiative or followed through on anything. Clinton is more appealing than Bush, but if the economy is the voting issue, he loses. Many experts believe that a combination of increased investment and eradication of the federal deficit and debt are the only two things that will cause a domino effect of recovery within the economy. Clinton agrees but is willing to go only half way on each. Friends, jobs half finished are unfinished jobs. Economists agree that Perot's economic plan is the only one that adds up and works. Their only question is whether or not the time is right. Furthermore, his plans to reform all aspects of government are what this country needs!

Next the media. It's a crooked, worthless organization that has effectively manipulated the election process through a system of biased, unscientific polls. It manipulated the second presidential debate, puts people under unfair pressure to vote with the majority through its endorsements, and ignores its primary obligation to be objective. Even our own school newspaper doesn't live up to basic standards. It's opinion page has given an opinion, but only one - in favor of Clinton! In a time when leaders are a necessity, the *Shakerite* has followed suit as a valueless drone! Furthermore, it is merely a reflection of the wishy-washiness of adults and leaders in our own community who, like Clinton, are unwilling to take a decisive stand on anything. This is our city, our future, and we must take it back because it is ours!

Jake Kramer, senior

LETTERS TO THE EDITOR

our classes over the recent debates between the three major candidates. Although impressed by the percentage of students who watched the debates, I suspect that many discussions took place to avoid the trials and tribulations of higher education. The undeniable proof of Shaker's political interest has come during our free time. I have witnessed and participated in debates over the candidates in the senior lounge, while at parties, in the hallways and over coffee at Arabica. I have even been invited to a friend's house on a school night to watch a candidate speak on Larry King Live.

Why are we all so suddenly interested in our next President? Although we were all too young in 1988 to care about that year's election, I think the major reason why we who are either 18, or will be soon, are so interested in the 1992 race is because we know that this is the most important election in several decades.

I have realized that the person who my enfranchised friends and their parents elect this year will be President until I graduate from college, which means that others will determine the quality of the job market for me! Because this fact frightens me and should frighten us all, please consider the candidates, read their platforms, and whatever you do, vote.

Jeremy Liegl, senior

Respect needed in cafeteria

To the editor:

I have noticed for the past four years that I have been here at the high school that students who eat in the cafeteria do not clean up after themselves: they don't remove trays from their tables and never throw trash away. Why is this? Some think it is funny and cute. Do they do this at home? Do they have maid service at their house? I know that when I'm at home and finish eating I clean up after myself. I'm sure that most of the students here do the same. Why is it that some one is always trying to take advantage of something, or someone? Students only behave in this way because they know that someone will do it for them. I don't think that this is right either. Treat the cafeteria like it's home. Let's clean up after ourselves. It would help out a lot.

Miesha Filey, senior

Spike Lee continues 'doing the right thing'

BY JAMIL SMITH

Co-News Editor

The name of Spike Lee is synonymous with controversy, fierce social commentary and often racism in many American minds, when perhaps it should be associated with great filmmaking. I realized this for the first time when I saw Lee speak at the CSU Convocation Center on Oct. 16. I saw that Lee, however outspoken or opinionated, had been a victim of the white-controlled Hollywood system and American media that exist today. When he should have been praised for his diligent efforts to reveal different angles of American life, he was consistently attacked for his personal views that are shown through his films.

Film is an art. What kind of art does not have the artist's feelings showing through it? Can anyone tell me if Picasso or Monet (or even Woody Allen) were questioned because their works depicted their views?

Spike Lee is hardly a perfect person, mind you. I don't think that he realizes the full influence of what he says in the public forum. Many people in America, particularly those of my generation, regard him as some pop icon rather than the artist that he is. This is a mistake. Even though he is a trailblazer for many aspiring black filmmakers, we must take an unbiased look at him. This is a man who simply wants to deliver a message, by any means necessary. It shows in all five of his films. In his first film, *She's Gotta Have It*, he shows how women are, for the most part, perceived sexually as less than human by males. Lee's second work, *School Daze*, offered a commentary on the prejudice existing in the black community between light- and dark-complexioned blacks. *Do the Right Thing*

and *Jungle Fever*, in two very different contexts, both showed how all races have extreme prejudices and misconceptions about people of a different culture. Lee's fourth film, *Mo' Better Blues*, a love story about a Brooklyn jazz trumpeter, simply depicted how true love can unfold. Each film was attacked because the American media felt that Lee was an inflammatory and racist filmmaker who depicted whites in a negative manner. Even though these allegations were not true, the media now know how we as black Americans feel when we watch movies such as *Gone With the Wind*, perhaps the most racist film I have ever seen.

Hopefully, these critics of Lee will see his true colors when *Malcolm X* opens nationwide on Nov. 20. Lee showed a two-and-one-half-minute preview of the film at the speech and if the film lives up to the trailer, it will be one the greatest films in history. By making this film Lee is expressing the urgency that Malcolm's messages are passed on to the youth of today, many of whom wear clothing and hats featuring the letter X without knowing what the man stood for.

Spike Lee. Read his name now. The first thing that may appear in your mind may be Mookie throwing a garbage can through the window of Sal's Famous Pizzeria at the feverish ending of *Do the Right Thing* or Flipper Purify choking from the smoke of a crack house in *Jungle Fever*. You may think of an outspoken man who clearly states his opinion on any aspect of society.

I think of a man I respect because he truly loves film and has made a positive impact on our society. I believe that we should respect his views of our society, whether we agree with them or not.



Boo!- Haunted house falls short of high billing, but O.K. for kids

BY DAN RATNER
Managing Editor

A funny thing happened on the way to the haunted house last week. I was driving down I-77 Southbound towards the Bloodview Haunted House, located in Broadview Heights (that's exit 82 for future use, or for a great trivia answer), when the commercial for the place came on the radio.

To tell you the truth, the commercial was absolutely one of the most annoying radio ads ever to be played. For some bizarre reason, the speaker kept accusing the listener of thinking all haunted houses are lame. Directly afterwards, an obnoxious and too loud voice shouts, "Wrong!" There is no reason, that readily comes to mind, why they should suspect we all think haunted houses are lame. O.K., so they probably should, but do they have to bark at me in the commercial?

The answer to that rhetorical question is NO. They have a good angle in trying to draw people to their institution by challenging such a generalization. But somehow, when the speaker (or should I say, screamer) roars out the phone number (526-9148), one is tempted to turn around and head back home.

But after traveling that far, I decided I might as well go through with it. So I parked my car and went inside. Take

note that the commercial says they have all new rooms and monsters. And maybe they did, but being that I have never been there, I didn't notice any dramatic changes. None, actually (of course).

But I had been to other haunted houses...in fourth grade. They were quite a bit more scary back when I was a boy. Now, I have to say that they are just some goons in masks who think that they are being scary. At least we can say they tried.

After all the stuff one hears about how stupid haunted houses are, it's not too hard to find a logical conclusion. Perhaps haunted houses are not really made to scare anyone but little kids. Despite the fact that they don't manage to change my pulse, they can be entertaining. If you walk around long enough, the futile attempts to scare you can become extremely amusing. They're about as effective as my writing BOO on this page. Well, that's oversimplifying the situation.

At any rate, the Bloodview Haunted House,

contrasting the views expressed in its commercial, is only a normal haunted house. While leaving, I realized an important thing about haunted houses; teenagers should not review them. Maybe they shouldn't even bother going to them. Get an innocent, sweet and scared child in there, and then we'll see if this haunted house separates the men from the boys.



Shakerite artwork by Ledel Johnson

Movie theaters offer variety, atmosphere

BY ANDY ELLNER
Entertainment & Spotlight Editor

The movie theater. A bastion of strength against boredom on the weekends. A place where in a two hour span dreams come to life on the screen. A spot to get really buttery popcorn.

We often place all the emphasis of a night at the cinema on how much we liked the movie. While this is doubtless a major factor, we are ignoring the influence of the comforts and the atmosphere of the theater on our movie-going experience. The fact is, the theater can make or break an evening.

With this in mind, I now will make the daring attempt to review for you some of the best and the worst places to see a movie in the Cleveland area. To consider them all together would not do justice to this task; therefore, I have categorized them according to price and location.

I'll start with the Grossly-overpriced-but-in-a-good-location category. To better understand this classification, I'll break down the two main components.

Grossly overpriced: These are theaters that charge \$6 and up to view a current movie. The advantage is that you don't have to wait several months until the movie you have been waiting to see goes into the cheaper theaters. The disadvantage is the obvious assault on your wallet these theaters make.

In a good location: This is basically self explanatory. These are theaters in an area where you can do other things besides watching a movie, when out on a date, or with friends.

The first theater in this category is the the newly constructed Centrum at Coventry. Coventry provides an excellent location, with its wealth of restaurants and culture, and the theater itself gives the Centrum a strong bid as one of the best places to see a movie in Cleveland.

One of its nicest features is its layout, which boasts an upstairs theater that is particularly conducive to viewing enjoyment.

A few quick tips: Get there early so you can find a place to park. And show your student ID for a major discount.

Next there is the Colony 5. This is a decent theater, particularly because of its location at Shaker Square. I still say, however, that it lost a great deal of its charm when they made the one tremendous theater into several smaller ones. So what if it wasn't very cost efficient.

The Cedar Center Theater bridges the gap between the first category, and the second: Just-plain-grossly-overpriced. Although Cedar Center isn't necessarily a great place to be, it does have assorted restaurants and places of interest.

The theater, however, seems vast and impersonal. It may be a personal preference, but I have always liked a decent crowd on hand when watching a movie. I have never been to this theater when there are more than six people in the audience besides myself.

NTC Severance Movies is another grossly-overpriced theater. Yeah, I know I just said I liked a good crowd on hand, but sometimes it's a little too crowded at Severance.

Though location, price and claustrophobia bother me when thinking about this theater, I must admit that I frequently go and enjoy myself there. They do seem to always have a nice assortment of movies offered.

To round out this category, there is Tower City Cinemas. Though Tower City is definitely a cool place to be, things are usually closed at night.

The theaters are all nice, and the variety is excellent, but \$6.75 and the trip downtown are major detractors.

Finally, there is the Outdated-but-cheap category. These are theaters that show movies that have already been out for quite a while at a greatly reduced price. In this category are Loehmann's Plaza and the Center Mayfield.

The theaters are nothing special, and no one particularly wants to travel to these places to see a movie, but the price. Oh the price. Especially if you have to pay for someone else, these theaters should definitely be high on your list.

So there you have it, a brief overview of the some of the movie theaters in Cleveland. Just keep in mind, the next time you decide to go to the movies, that it is the theater you chose that may make all the difference.

Yuppie-genre film fails to impress

BY CARTER BAYS
Staff Reporter

When I decided to see the movie *Consenting Adults*, the decision, like any other decision, was based on a number of determinants. I looked at the actors in the film: We all know that Kevin Kline (*A Fish Called Wanda*, *Cry Freedom*) and Mary Elizabeth Mastrantonio (*Robin Hood*, *The Abyss*) are good actors, but what impressed me most is that the film featured Kevin Spacey, a terribly underrated actor who should get an Oscar for something, I don't care what. I also looked at the director: Alan J. Pakula is by most standards one of the great directors out there, known for both his social consciousness and his empathetic theatrical style. He directed *All the President's Men*, one of my favorites movies. And finally, I looked at the film's premise: Wife swapping, psychopathic neighbor, yuppie getting framed for murder. Sounds good to me.

This is the system I use to decide which movies are worth seeing, and which one's aren't. It usually works. Usually.

In this case, the film I saw turned out to be a plotless, structureless, gutless trash heap, with all the clichés of the recently emerging "Let's watch Yuppies get screwed over" film genre (other members include *The Hand the Rocks the Cradle*, *Pacific Heights*, and *Sleeping With the Enemy*).

Consenting Adults is about Richard and Priscilla Parker (Kline and Mastrantonio) a pair of Upwardly Mobiles who share the American Dream peacefully until Eddie and Kay Otis (Spacey and Rebecca Miller) move in next door and start showing off their bigger and brighter American Dream. Eddie becomes Richard's good friend (or so it seems), and together, in the spirit of Yuppies everywhere, they take on just about every form of exercise imaginable, including running, cycling, boxing, and breaking vertebrae by getting hit by cars (or so it seems). The four of them all become really close (or so it seems), and everything is going great until Eddie starts making eyes at Priscilla (or so it seems), and suggests that he and Richard...establish a fair trade agreement. Richard doesn't like the idea at first (or so it seems), but finally bellies under, and wouldn't you know it? The day after he and Kay finally have their little fling, she's found beaten to death with Richard's baseball bat (or so it seems), leaving Poor Richard with no hope of proving his innocence

(or so it seems).

I've seen *All the President's Men*. I enjoyed *All the Presidents Men*. Sorry, *Consenting Adults*, but you're no *All the President's Men*.

Don't get me wrong; there are some positive aspects of the film. Kevin Spacey, like always, is great as Eddie, the Yuppie ya love to hate. Spacey, who has played characters ranging from Clarence Darrow to Jim Bakker, and won a Tony award for his portrayal of Louie in Neil Simon's *Lost in Yonkers* (which, incidentally, is now showing at Playhouse Square), does wonders with an otherwise generic character. The scene in which he feigns tears upon hearing a tape of Kay singing is priceless, but, like usual, completely underscored.

The main problem, in my mind, is Pakula's determination to make the film into a thriller, at the expense of storyline, and originality. He makes most of the plot twists far too obvious, such as Eddie's betrayal of Richard. Eddie was so obviously evil that it's baffling that they were friends to begin with. Also, Pakula insists on finding drama at every drop of a hat, and, as a result, we get to see the gut-wrenching, heartwarming struggle of Richard trying to climb up a wall. The whole idea behind psycho-thrillers is pacing; this film has none. In the first half, nothing exciting happens. In the second half, a few exciting things happen, and everything else is made to look exciting, even though it isn't. The result is not a very exciting film.

Maybe it was just me, but *Consenting Adults* is one of those films that doesn't have much to offer. If there was some incredible moment, some profound lesson to be learned, or some fascinating twist that sets it apart from all other films, I must have missed it.

Whatever the case, *Consenting Adults* has all the makings of a failed genre-flick, an off-target attempt to emulate something that isn't worth emulation. In a nutshell, this is a thriller that doesn't thrill.

(Or so it seems, anyway.)

Rating (out of five):

Students expand musical horizons

BY COURTNEY MASINI
Staff Reporter

Every Saturday morning, 15 Shaker band and orchestra members attend rehearsal for the Cleveland Youth Wind Symphony and Cleveland Youth Orchestra.

Students from Cuyahoga, Portage, Summit, Stark and Lake counties audition for these prestigious bands, and according to Shaker band director Hans Bohnert, Shaker usually has the most students invited to audition. This year Shaker has 10 students participating in the wind symphony.

The Cleveland Youth Orchestra is directed by Jahja Ling, Resident Conductor of the Cleveland Orchestra. The orchestra is made up of college and high school students, five of which are from Shaker.

The group practices on Saturday or Sunday afternoons every week.

Bohnert said that being a member of the symphony is a very demanding but rewarding experience for students.

"It helps them in a multitude of ways. Because the group is so high caliber, they are able to play some very difficult music," Bohnert said.

Members of both groups enjoy the challenge of harder music and the opportunity to talk to the best musicians from other schools.

"Being in the symphony is more challenging because the players are so much better. It pushes me to practice," freshman Dan Williams said.

"Every instrument in the symphony has strong players. Shaker Wind Ensemble is good, but you just don't have that depth," junior Gopal Garuda said. "This helps you develop your place in the band and get more insight about the finer points of playing your instrument."

"Everyone in the symphony is really good, and it's great to be around people that you can learn from just by watching," said junior Mike Higley. "In band some people lag behind so it goes slower. In the symphony you can move a lot faster."

"It's a great orchestral experience. The coaches and other staff who are members of the Cleveland Orchestra guide you musically. You can't get that anywhere else," sophomore Jonathan Litt said.

"It's extra practice, the music is challenging, and the experience is good," said Sophomore Phaedra Long.

Shaker had two freshmen accepted into the symphony this year which according to Bohnert is very rare. The two think they might be the only freshmen in the whole symphony but say it doesn't affect them.

Founded four years ago by director Dr. Gary Ciepluch, the symphony is made up of some of the finest student musicians in Northeastern Ohio. Ciepluch is also the director of bands at the Cleveland Institute of Music and at Case Western Reserve University.



MAKING BEAUTIFUL MUSIC: Freshmen Dan Williams and Robert Davis, senior Mike Laven and junior Mike Higley show off their instruments. They are all members of the Cleveland Youth Wind Symphony.

Shakerite photo by Jason Hamilton

Bohnert said that the symphony does a lot of travelling such as a trip two years ago to the International Music convention in New Orleans. The symphony has two concerts this year. They are scheduled for Dec. 6 and May 9. Both will be held at Kulas Hall at the Cleveland Institute of Music.

The Cleveland Youth Orchestra will be performing on Feb. 7 and May 16 at Severance Hall.

Shaker members of the Cleveland Youth Wind Symphony are seniors Mark Smith and Mike Laven, juniors Garuda, Higley, Aaron Divell and Kate Doll, sophomores Allyson Schmidt and Mara Levi, and freshmen Williams and Robert Davis.

The members of the Cleveland Youth Orchestra are juniors Tamra Morris and Rachel Schermer, sophomores Litt and Long, and freshman Dane Macaskill.

Unique AP Art history class offered at Museum

BY MARGARET SAWYER
Staff Reporter

Monet, Michelangelo, Red Grooms, Ancient Greece... All in a year.

Where? In the Cleveland Art Museum's Art History class, offered to juniors and seniors in the Cleveland area for Advanced Placement credit.

There are seven Shaker students taking the class. They include seniors Danielle Meshorer, Caitlin Roberts, Lauren Rosenfield, Michael Schwartz and Tiona Martin, and juniors Rachel Schermer and Sandra Zagier.

"It's a college level survey of art history from cave painting to yesterday," says the course teacher, Nancy Macafee.

Because this is such a broad range of topics, they focus primarily on European art, but also touch on Asia, South America and Africa, according to Macafee. The class covers all aspects of art including sculptures, painting and architecture.

"I read about half an hour each night and take notes on the text," says Meshorer.

The students are assigned up to 60 pages a night, and many commented on how easy it is to fall behind without diligent reading. The text is read in conjunction with weekly slide lectures and gallery talks.

The students go directly from school to the Art Museum until 5:15 p.m. Tuesdays and Thursdays. Macafee says the class on Tuesday is a slide lecture in a classroom. She gives information, and the students take notes. On Thursday, they spend time touring the galleries and discussing what they see.

"Not all of the pieces (covered in the lectures) are in the museum, but you get an idea of the styles," says Roberts.

In addition to the hefty weekly reading assignments, students take an exam and write a paper each term. Like all other AP courses, Art History also finishes the year with an AP exam so college credit can be received.

"I don't think it's as challenging as Modern European History," said Meshorer. "It's just a different type of learning."

Many of the students taking this course are graduates of Shaker's Modern European History class. Some, like Schermer, chose to take Art History at the Museum as a result of the cultural learning they enjoyed in Modern European History.

Cleveland's Art History is unique among courses around



Shakerite artwork by Caitlin Roberts

the country, according to Macafee. "It's the only AP Art History class taught in a museum (in America)," she said. "No other similar course is taught in a place where the students can actually see the art being discussed."

Each individual remembers different facts learned in the class. Schermer observed how "early art served a purpose and had a reason," unlike today's art that is chiefly made to be observed and studied.

Zagier remembers learning about Archaic Grecian art. All the artists in that period sculpted statues with a funny smile because they had trouble making a proper human mouth.

For those interested in the class, the cost is \$45 for the year, and \$60 for the textbook, Gardner's *Art Through the Ages*. Art Scholarships funds are available from the museum.

As James Hoffman, Shaker art department head said "I admire kids who have the energy to take the class, and I would strongly recommend it to students who are very bright and interested in both history and art."



EDUCATOR OF THE YEAR: Theatre Director James Thornton a recent honoree of *Northern Ohio Live*.

Photo courtesy of the Gristmill

Thornton honored

BY RAHILA ANSARI
Staff Reporter

Theatre. The Greeks defined the concept as a place of seeing and developing clear vision.

James Thornton, director of the theatre department, is making this idea a reality.

Recently, Thornton received an honorable mention as Educator of the Year in *Northern Ohio Live*, a monthly publication.

"It is a really nice distinction, totally unexpected," Thornton said.

Thornton came to work at this high school 13 years ago.

"When I started at Shaker there were only three theatre classes here," he said.

He added that there are now 17 possible theatre related courses available at Shaker.

Thornton also mentioned the expanded classroom concept as contributing to the success of the theatre program. He believes that the theatre classes here not only prepare students for the arts, but for their lives, by teaching them responsibility, commitment and discipline.

"We tried to create a theatre program which had a further reaching than just high school plays," Thornton said.

Law changes disabled students' lives

BY EMILY TROIA
Staff Reporter

It's just another one of those things you don't think of until it's gone.

"The hardest thing is at home, like when I want to do my homework. I used to just go upstairs to my desk and do it. Now, by the time I would get up there it would be time for dinner," freshman Lisa Neville said. "Now I know that I shouldn't have taken it for granted that I could walk, [because] a lot of people can't walk from birth."

Wheelchair-bound Neville is one of 43 million disabled people in the United States covered by the American Disabilities Act (ADA), passed in 1990 by Congress.

The ADA states an intent to stop discrimination of the disabled in hiring employees, to make stores and facilities accessible and to adapt public transportation and communications to all people. It has been called the most dramatic civil rights act since 1964.

"I consider the definition of having a disability being 'physically challenged.' I guess it's not being able to do what others can easily," said visually impaired junior Sandy Satchel.

The writers of the ADA stated a different definition of disability than Satchel did.

"An individual with a disability is a person who has a physical or mental impairment that substantially limits them in one or more major life activities or has a record of such an impairment or is regarded as having an impairment," the ADA states.

Disabilities may range from paraplegia to serious obesity or someone on crutches after an accident, according to the May issue of *School and College*.

"The school has had so many people on crutches and with leg braces. It shows that anybody can be temporarily disabled," said Maureen Carroll, Neville's Other Health Impaired Aide.

Public accommodations, such as businesses, schools, and colleges, are one of the largest and most extensive areas covered in the ADA. The act prohibits them from discriminating against those with disabilities whether intentionally or indirectly.

"There's one restaurant I used to go to a lot before I was in a wheelchair, but you go down several steps and then up some steps.

They don't have any elevators or ramps, and there is no way for me to get in. If the people who own the restaurant would just take a little time and look around, maybe they could make their restaurant accessible for all people," Neville said.

The ADA states that new buildings and

Biology teacher Ken Culek teaches sophomore Nicole Kahn who is blind. Culek said he often forgets that he has a blind student in his class. He said that with a few minor adaptations there are no effects on his teaching or classroom.

"I've kind of forgotten Nicole's blind. I

Schools must provide the same transportation accessibility and availability to students with disabilities as those without, under Section 504 of the Disabilities Act of 1973.

"Moreover, the school bus transportation provided to disabled children must be supplied in the most integrated setting possible," the ADA states.

The Rapid Transit Authority (RTA) should have all its buses equipped with hydraulic lifts by 1996, according to Pam Mason, Assistant Supervisor of Customer Services at RTA.

"My personal opinion is that I hope we will be able to service disabled people to go wherever they choose in the community, because they have rights too," Mason said.

RTA currently offers a complimentary para-transit service, which is a specially equipped set of vans and mini-buses serving the disabled, Mason said. However, these services extend only throughout local neighborhoods. Once all buses are equipped with hydraulic lifts, they will be able to take disabled people throughout the county, Mason said.

Mason said the lifts will not slow down bus routes or inconvenience non-disabled passengers.

Criticisms of the ADA primarily surround the ambiguity of some sections and over-specification in others.

Undefined terms such as "essential functions," "reasonable accommodations" and "undue hardship" occur on numerous occasions throughout the act.

Looking beyond political praise and criticism, Carroll spoke of her hopes for the ADA.

"I think the way to look at [people with disabilities] now is not so much disabled as physically challenged, and I hope the ADA will help us to do that," Carroll said.

Neville said that being disabled has not changed her outlook on her future. When she has trouble doing things one way, she said she learns another. Neville added she has a positive outlook on her future and said that the ADA will help her not be hindered by her disability.

"In our house there is one step that goes down into our living room, and I have to have help getting down it. In this way I see myself as being disabled, but as for a lot of other things, like having friends, thinking or working, I have no disability," Neville said.



newly renovated buildings must be equipped for use by disabled people and current buildings are to immediately make changes that are "readily achievable" to increase accessibility.

The law has affected our own community. The new Heinen's at Shaker Towne Center made their aisles wider and provides electric carts for the disabled.

The high school has done an admirable job adapting to disabilities, according to Satchel, Neville and Carroll.

Neville said that certain doors have been modified so that a wheelchair may cross the threshold more easily. She also said that all of her classes are located near the elevator because of traffic in the hallways.

However, Neville added that the width of the elevator's doors might not be enough for some people who have special wheelchairs with wider wheels.

have to put pictures into words more, and it's forced me to become a little more organized, but I think that's great," Culek said.

Employment is also an issue tackled by the ADA. The act focuses primarily on ending discrimination in hiring, stopping discrimination in applying to jobs and accommodating disabled workers without separating them.

"The ADA will affect me when I go to apply for a job, because people have a preconceived notion that if you're visually impaired, then you can't do the job. If I was intending to be a brain surgeon that may be, but I'm not," Satchel said.

Public transportation is yet another facet of the ADA.

Vehicles purchased by public and private transit services must be accessible to disabled individuals.

COMMON COURTESIES FOR A DISABLED PERSON

■ If you don't make a habit of leaning or hanging onto people you are with, then don't lean or hang on someone's wheelchair. Wheelchairs are an extension of personal space for people who use them.

■ Someone who is visually or otherwise physically impaired might appreciate assistance navigating through a new space. But ask the person first. If your offer is accepted, allow the person to take your arm. This will help you guide, rather than propel, the person.

■ When giving directions to a person with a disability, consider distance, weather conditions, and physical obstacles, such as stairs and steep hills.

■ Use specifics, such as "left a hundred feet" or "right two yards," when directing a person with a vision disability.

■ Be considerate of the extra time it might take a person with a disability to get things said or done. Let the person with a disability set the pace in walking and talking.

■ Keep the needs of people with disabilities in mind when planning meetings, special events, or parties. For example, if you are going out to eat with a group that includes a person who uses a wheelchair, make sure the restaurant you select is accessible.

■ Shake hands when introduced to a person with a disability. People with limited hand use or who wear an artificial limb do shake hands.

■ When greeting a person with a severe vision disability, always identify yourself and introduce anyone else who might be present. Say, for example, "On my right is Jenny."

■ When talking to someone with a disability, speak directly to that person, rather than through a companion who may be along.

■ Relax. People with disabilities have senses of humor and perspective. Don't be embarrassed if you happen to use words that seem to relate to a disability. Common conversations include such expressions as "Let's see," "Walk this way," or "I have to run," and people with physical disabilities use those expressions, too.

■ When offering seating to someone with a vision disability, place the person's hand on the back or arm of the seat. Let him or her know if you need to leave for a moment or end the conversation.

■ When talking more than a few minutes to a person who uses a wheelchair or crutches, always sit down or kneel so that you're both on the same eye level.

■ To get the attention of someone who has a hearing disability, it may be necessary to tap that person on the shoulder or wave your hand. Then look directly at the person and speak clearly, slowly and expressively to establish whether he or she can read your lips. Not all people with hearing impairments can lip-read. Those who do will rely on facial expressions and other body language to help in understanding. (It is estimated that only three out of 10 spoken words are visible on the lips.) Show additional consideration by placing yourself facing the light source and keeping your hands away from your mouth when speaking.

■ Give your undivided attention when talking with someone who has difficulty speaking. Keep your manner encouraging, rather than correcting, and be patient. Don't speak for the person. Ask short questions that require short answers or a nod of the head when you can. Don't pretend to understand if you do not. Repeat what you understand. The person's reaction will clue you in and guide you to understanding.

■ Beware of putting someone with a disability on a pedestal. People who have disabilities expect to be treated with the same courtesy extended to anyone. Although disabilities often require special consideration, the best advice is to treat a disabled person with respect.

Source: April 1990/Association Management

'GROUPIES' ■ Youth groups inspire students to act, learn, love and grow

BY REBECCA DAVIS
Feature Editor

This year our high school of over 1400 students raised only \$1434.88 for the United Way campaign.

Each year 820 members of the Northeastern Lakes Federation of Temple Youth raise over \$10,000 to run a week-long summer camp for inner city children.

The difference lies in the youth movement's ability to empower today's youth, according to NELFTY's director Terry Pollack, social studies department chair.

"Youth group can offer a sense of acceptance when so often the real family is not there for the kids," Pollack said. "Many [youth group] friendships last far longer than many of our families today."

Self-confidence and leadership skills also develop in youth group, senior Joel Freimuth said. Freimuth is regional co-president of the B'nai B'rith Youth Organization.

"If a person seems sort of lost in high school and he or she can't find his [or her] own clique, they may go looking for a youth group to find people with similar backgrounds—religious, racial, cultural," Freimuth said.

Other students added that they appreciate the similarities they have with other members of their youth groups.

"The Christian environment is one common linkage between all the people there," freshman David Pittman said. Pittman belongs to St. Paul's Episcopal youth group. "People don't get ragged on. Everyone is pretty much equal."

Junior Amy Carlsson, who participates in the Church of the Savior's youth program, said that she attends several of the tri-weekly meetings partly because of similarities within the group.

"The people there have the same beliefs as I do and that [creates] support," Carlsson said.

Group dynamics rely on diversity, Pollack said, emphasizing the need for youth groups to have members with diverse interests and backgrounds.

Because of his youth group participation, Freimuth said, he is better able to deal with leadership responsibilities.

"I don't have much fear any more," he said. "People can snicker and sneer at me and I just laugh at them because I believe in myself."

After 26 years of involvement in the youth movement, Pollack said the most exciting part of his work involves building youth leadership for the 21st century.

"I'm convinced that the youth that we work with are better equipped for organizing and structuring events than most adults are in congregational life," Pollack said.

Other students said they find youth group especially

knowledge or understanding of the many beneficial youth organizations that could work with their kids," he said.

However, problems within the youth movement exist, according to Pollack, because of a mutual lack of respect between adults and teenagers.

"I think the most frustrating thing is that with many of the congregations that I work with, youth are often seen and treated as second-class citizens," he said. "You have to respect your constituency in order to help them grow. Respect is something mutual. A mutuality would really help both groups grow, adults and youth, regarding understanding and acceptance."

Youth groups offer what Pollack describes as "informal education," such as programming, retreats, camps and other events focusing on subjects relevant to today's youth.

"Informal education is inclusionary, rather than exclusionary. Traditional classes are often based on competition which makes some students winners and some students losers. Youth group creates all winners," Pollack explained.

Junior Andrea Johnson, president of the First Unitarian Church's youth group, said her youth group is inclusive and relaxed.

"It's somewhere you can go and feel comfortable because everyone who goes wants to be there and they want to be there for basically the same reasons," Johnson said.

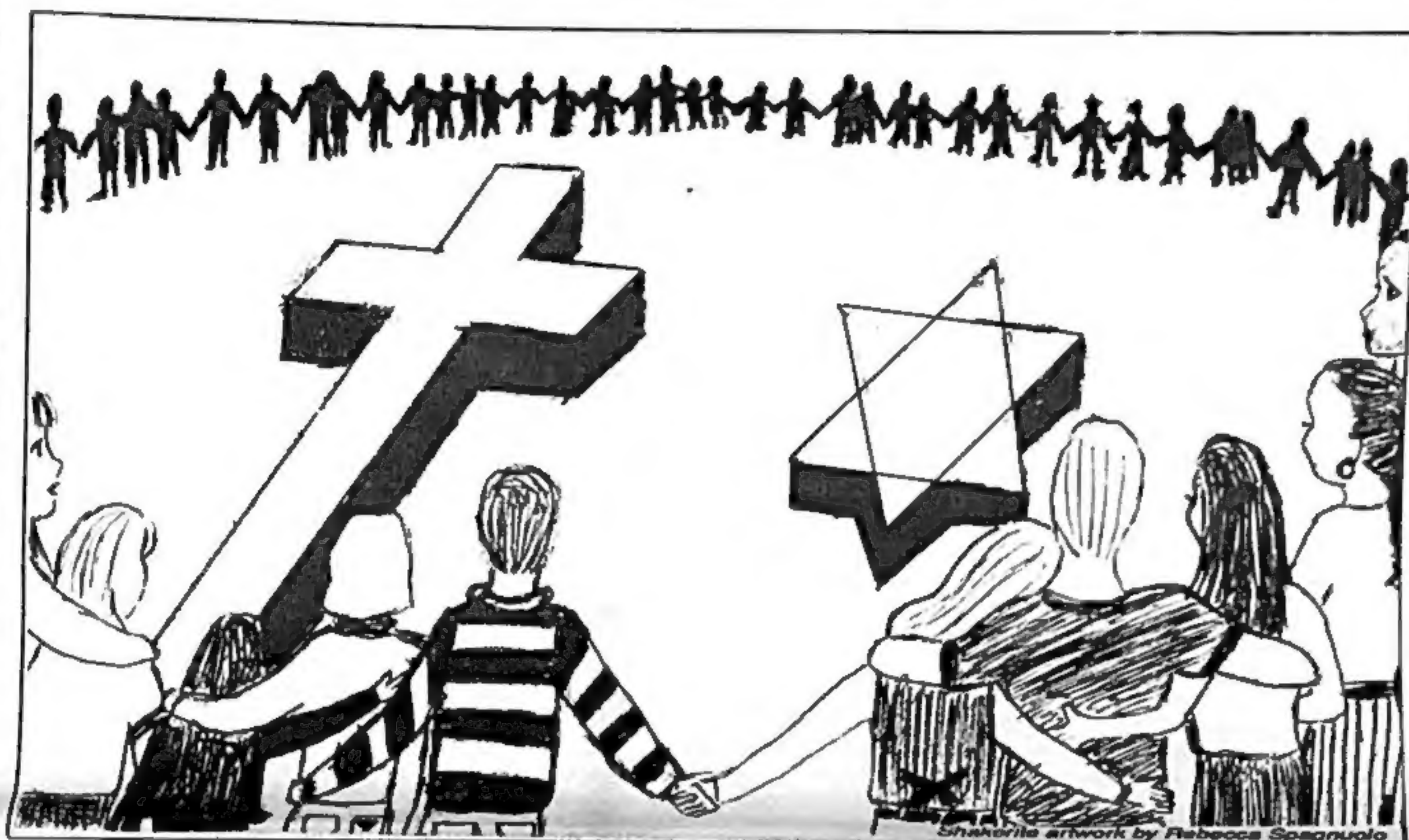
As a result of her participation in her church's youth activities, Carlsson said she has learned from

its social activities, theology classes and Bible study.

"[Because of the program] I have a better understanding of God and what I believe," she said.

Sophomore Robyn Margulies said she had difficulty trying to describe her feelings about NELFTY because they are so strong.

"You only see these people for such a short period of time that people let themselves be free and aren't afraid of the consequences. I think that youth group has helped me a lot in being who I am and with being Jewish. I think everyone should be in youth group. It'll become such an important part of their life. It's amazing," Margulies said.



Shakerite artwork by Rebecca Spagnuolo

accepting and warm.

"You're around people who don't really care what you say, so it's easier to participate," junior Becky Finch said. Finch belongs to Fairmount Presbyterian Church's youth group. "[Youth group is] a whole bunch of people being themselves and having a really good time."

Families need to care more about their youth in order for teenagers to become active in youth group, Pollack said. He said that only about 15 percent of teenagers are in youth groups nationwide.

"Too many of our families today are caught up in wealth, power and status, and as a result, they have little

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Team rebounds from Lakewood loss

BY MARK SMITH
Sports Editor

The varsity football team has made an impressive showing in its last two games.

Shaker defeated Normandy 40-8 on Oct. 23 at Byers Field in Parma. On Homecoming Oct. 17, Shaker's defense held Lakewood, currently 10th in the Plain Dealer Top 30, to only nine points.

In the game against Normandy, senior runningback Donald Jones ran 54 yards for six points, and senior Doug Rosenbaum's extra point made it 7-0 in the first quarter. Shaker then managed to score 20 points in the second quarter. First, Jones ran one yard for a touchdown. Coach Mark Leimsieder said he was amazed by what was to come in the last seconds of the first half.

"What happened in the second quarter was the most exciting minute of my time [as coach] here at Shaker," he said.

With 36 seconds remaining in the first half, senior Donnell Davis drove in an 89 yard interception return for a touchdown. Senior Steve Clark then kicked off and Normandy fumbled the football with 26 seconds left. Shaker recovered the ball, and after two downs Jones ran the ball down the left side with 16 seconds left. He fumbled the ball in the end zone, but Davis recovered to score.

Leimsieder said that his team achieved their goal against Normandy.

"Our goal was to score in every quarter," he said. "We felt we could run against them and pass against them."

Shaker scored again in the third as Jones ran 56 yards for a touchdown. Jones currently has 678 yards running. The next Raider in the running yardage column, junior B.J. Loggins, has 48. Jones said that he simply tries to take advantage of every opportunity.

"When I get the ball, I can excel," he said.

After a fumble by Rosenbaum, Normandy lit up the scoreboard for the first and only time in the third quarter off a three yard run. Leimsieder said that Normandy scored because Shaker relaxed after scoring 32 points.

"You tend to relax with a big lead," he said.

Later in the third quarter, Davis scored again off a 12 yard run. After the missed extra point attempt, the score was 40-8.

Jones said he believes that junior B.J. Loggins has potential to become Shaker's leading runningback next year.

"B.J. Loggins has runningback potential," he said. "He plays in every game."



TAKEN DOWN. Junior Michael Summers tackles a Lakewood player at the homecoming game on Oct. 17. The football team followed up their homecoming loss with a 40-8 victory over Normandy.

Shakerite photo by Andrew Barnett

Shaker used the run-and-shoot offense in the Normandy game, and it is the pattern most used by Leimsieder.

Rosenbaum said he felt that Shaker should experiment with different pass patterns.

"I would've tried something else," he said, "tried to do some new things."

Senior defensive back Kevin Daniels said that the defense was the key to a surprising showing by Shaker against Lakewood.

"[The defense] has been working hard all year," he said. "We were at our best against Lakewood. We weren't favored to win. But we held... them down to nine points."

Lakewood scored in the first quarter with a 42-yard field goal. Later in the first, the Lakewood quarterback ran in the endzone from inches away, giving Lakewood a 9-0 lead. That score held up the rest of the game.

Rosenbaum, who was quarterback in the game, said that the loss to Lakewood was due to the offense.

"Everybody could have run harder," he said. "Blocking is a problem. No blocking breaks the offense."

Leimsieder said that the defense played well.

"We felt we could play with [Lakewood] defensively," he said. "And Lakewood is very good defensively. That's why they're still in first place this year. But our defense is tough. We internalize hard [and we're] very physical."

Leimsieder cited senior Travis Kinnebrew as an important force defensively for the Raiders.

"Travis is an outstanding leader on the field," he said. "He is the leader [on the team] in tackles and assists."

Shaker plays Shaw Thursday at 4:15 in East Cleveland, and finishes the season at home against Trinity November 5 at 3:30.

Volleyball makes it to the second round of sectionals

The volleyball team lost in the second round of the sectional tournament against Parma in four sets.

Parma won against Shaker (read the Saturday PD). Coach David Lubinger said that Parma was a tough team to beat.

"They have beaten us the two previous times we played them," he said.

Junior Radaha Morgan said that the team played well against Parma.

"We had a great game and we'll try again next year," she said.

Sophomore Krysten Dean said she was disappointed but with the team's loss but said she was optimistic for next season.

"I'm proud to be a member of the team," she said. "I'm sad we lost and I'm happy that we got third in the league. Maybe next year we can win it all."

To make it to the second round, Shaker had to beat John F. Kennedy. Lubinger said that JFK was not a tough team to beat.

"We had a lot of teamwork [in that game]," he said.

If Shaker had defeated Parma, Lubinger said they probably would have played Holy Name. The winner of the game against Holy Name will probably play Magnificat, rated number three in the state.

-Michael Becker

Golf team plays well, but fails to advance to states

The golf team qualified for the district tournament for the first time in eight years but failed to advance to states.

Coach Bob Wonson said that the team advanced to districts because they played well in the sectional tournament held at Punderson Golf Course.

"We had a good day," he said.

Sophomore Mike Harris said that the team played well in the districts.

"We started off good and then faded," he said.

Junior Greg Means agreed.

"We played well during sectionals and we just had an off day during districts," he said.

Shaker finished fourth at sectionals behind St. Ignatius, Solon, and Willoughby South. That was good enough to qualify for districts at Hinckley Hills Golf Course. But the only team to advance from Shaker's section was St. Ignatius.

Wonson said that no team in Shaker's golf section was a standout.

"There is not much difference between the teams in the league," he said.

The team went 11-10 this year, 5-5 in the league, but Wonson felt that the team had the ability to improve their record.

Leading the team this year were juniors Bob Ruffing (40.1 strokes for 9 holes), Greg Means (43.2 strokes), and sophomore Mike Harris (47.2 strokes).

-Michael Becker

Jacobson, Levine duo make it to states

BY JOEL VANARSDALE
Advertising Manager

The four year varsity career of senior Heidi Jacobson has come to an end. But not before she could make another run at a state championship.

Jacobson teamed up with senior Cyrena Levine, and made states for the second year in a row.

The doubles team of Jacobson and Levine was defeated by Aymee Hathaway and Brooke Hart of Cincinnati Anderson in the first round of the state tournament at Ohio State University's Wirthwein courts. Jacobson and Levine placed second in districts and sectionals. The Cincinnati Anderson team went on to place second in the state.

Coach Allan Slawson said he was pleased with the Shaker pair.

"Just making states is an accomplishment," he said. "Making states puts them in the top 16 teams out of hundreds."

Jacobson said that she and Levine needed to be mentally prepared for states.

"The key to making states was mental toughness," she said.

Jacobson said that toughness was needed to battle through several long matches at the district and sectional level. The duo came back twice to get pivotal victories over

Cleveland Hts. and Hudson.

Slawson said that Jacobson and Levine won some close matches.

"There were some very close matches at districts," he said. "The team finished second to the same team, Geneva, at sectionals and districts."

Slawson said that the girls tennis team, despite sending two players to states, had a 9-10 season, finishing second in the Lake Erie League.

"The team is young," he said. "It is rare to have five of your top seven players be sophomores."

The team was led once again by Jacobson, a two-time captain and four year varsity player.

"I've been coaching for 11 years and she's the best player since I've been here," said Slawson. "It takes a tremendous amount of commitment to play at Heidi's level."

Jacobson has amassed 78 victories in high school play, and has been LEL MVP the last three years. She was named Plain Dealer player of the week, and helped two doubles teams reach states.

Slawson praised Jacobson for her level of commitment.

"I [think] that Heidi is irreplaceable," said Slawson.

Jacobson added that although she enjoyed her years of Shaker tennis she hoped that in the future the school would support girls tennis with more enthusiasm.



40-LOVE. Senior Heidi Jacobson serves up the ball on the way to the state tournament.

Shakerite photo by Carlie Kornbluth

Womens soccer successful in last half of season

The womens soccer team came on strong late in the season to advance to the second round of sectionals.

In the sectional tournament, Shaker advanced to the second round to compete with number two seed Eastlake, a team that is seeded just behind Chagrin in Shaker's section.

Coach Baird Wiehe said that the team has improved this year.

"I think we've come an extraordinary long way," he said.

After starting the year 1-5-1, Shaker went on to finish the year 6-7-2 in the Metro League. During the first six games, the Raiders scored just eight goals while giving up 20. In the last nine games they scored 45 goals against 11 scored by their opponents.

Freshman Jennifer Tobin led the team in scoring with 26 goals. Sophomore Heather Hanson had ten goals, sophomore Mara Levy had eight, and freshman Erin McCourt had five.

Senior co-captain Joanna Garcia said she was pleased with the team's performance this year.

"I am very proud of our team and the way we played this year," she said. "I think we have made great strides to [improving] the future of the team."

-Michael Becker

Racial balance goal for sports teams

BY MARK SMITH
Sports Editor

Flip through the pictures of the athletes on Shaker sports teams in the yearbook. It becomes apparent that certain races predominate in some sports at this school.

Promoting racial diversity in all sports teams at our high school could improve our school's competitiveness by allowing qualified players of all races to participate.

When everyone on a particular team is black and the school is only 50 percent black, racial barriers preventing white athletes from joining that team are almost certainly being created.

Those barriers may be due to the recruiting policies of a team, the division of players into different sports in elementary grades, or the "culture" of the team in general.

Nevertheless, players should not have to become "black" or "white" to feel comfortable on a team. The team should become sensitized to what is important for performance.

But the question arises of the practicality and even the possibility of attempting to achieve a racial balance on Shaker's sports teams. A black senior who was surveyed said, "It's the players choice. It's up to the individual." A white senior said, "What can they do if people play the sport they want to play?" And a white junior said that "people do the sports they were brought up to play."

It is clear from these responses that there is a comfort "culture" created by individual sports teams that may be socially excluding. For example, one could argue that predominantly white sports such as field hockey,

lacrosse, tennis and swimming are "country-club" sports, played mainly by white athletes. Black athletes may not have the same opportunity to play these sports as whites do. Therefore, black athletes might concentrate on sports such as basketball and volleyball. If each individual sport is creating its own "culture," what would be the purpose of encouraging sports teams to modify their racial balance?

If the survey shown here indicates the opinion of most student athletes, then most athletes would agree that the high school should do more to encourage members of all races to participate on every sports team. Especially if, as the survey indicates, 20 percent of black athletes have decided not to participate in a sport because of their race.

The challenge to coaches and players, then, is to decide if full participation by both races is a reasonable goal and what actions should be taken to assure that race is not a factor for any student in deciding which sports teams to join.

The swimming program has tried to meet that challenge. The new coach, Ernest Welsch, said that the swimming team, a predominantly white team, has recently implemented a program for students in grades K-8 to become better acquainted with the sport.

"We are concerned about [the low representation of blacks on the swim team] and we feel we are missing some quality [athletes]," he said. "We're now running a youth program, the Shaker Sharks. About 15 percent are black swimmers now, which is the highest we've ever had."

Welsch felt that the swim program could

attract black swimmers only at an early age. He believes that he is fighting to keep them on the team since there is not, in his words, "a traditional spirit for black swimmers". He said that black heroes, omnipresent in basketball, are lacking in swimming.

"It would help," he said, "if [America] had a couple of quality olympic black swimmers."

He also noted that economically some black students may not be able to afford private lessons. But he said there is a routine that develops - a desire for competition - that, once in gear, is hard to extinguish.

"If I'm a top swimmer at my age group," he said, "I'll tend to stick with that."

In contrast, men's basketball coach Bob Wonson runs a predominantly black team that attracts few white athletes. He believes that white athletes at Shaker, despite

all the outstanding white basketball players at other high schools and role models on the professional court, do not put forth the commitment necessary to make the varsity team.

"The basketball team is the hardest team to make in this school," he said. "Young kids grow up and see black guys playing basketball, and if they're black they can see themselves along that road. If they're white, they can't do it."

Wonson runs programs for younger students that are racially mixed. But at the middle school level, that diversity begins to fade. Wonson believes he is powerless to change the process since a wide variety of sports are available for Shaker athletes and because he can only select players at the

varsity level who were and are willing to play basketball every day of the week.

Volleyball coach David Lubinger believes that the strong field hockey program in the Shaker schools drains most of the white players away from volleyball. Volleyball is a sport, like basketball, that requires commitment and refined skill training.

"There are [many] skills [in volleyball] and there is no place to hide," he said. "A player might not want to put herself in that situation."

Lubinger said he tried to encourage new athletes to try out for volleyball through the recreation center, but the plan failed. Lubinger said he is attempting to change the racial imbalance.

"If the winning records we have had the last two years aren't a draw," he said, "then we'll have to try something that works."

Field hockey coach Linda Betley believes that a move twenty years ago to give girls sports programs more elaborate schedules forced athletes to choose between different sports. She believes athletes chose the teams where their friends were, and the teams that posed the least financial burden.

Betley believes she should not influence what sport an athlete plays. She was asked about the numbers of blacks and whites on certain teams before, and she refuses to beg people to join a team because of the color of their skin. She will, however, encourage people if they wish to play.

Betley said she has never considered field hockey a white sport. But now she admits that a lot of time and commitment is involved for the players and the coaches in sports teams. She said she lacks the time to try to encourage "free sport activities," which she seemed to feel might work to encourage black athletes to the sport.

The efforts being made to encourage full participation by all races in swimming are encouraging. It is time for a similar creative approach in all our sports programs, for the benefit of all of our students.

COMMENTARY



We are concerned about [the low representation of blacks on the swim team] and we feel that we are missing some quality [athletes].

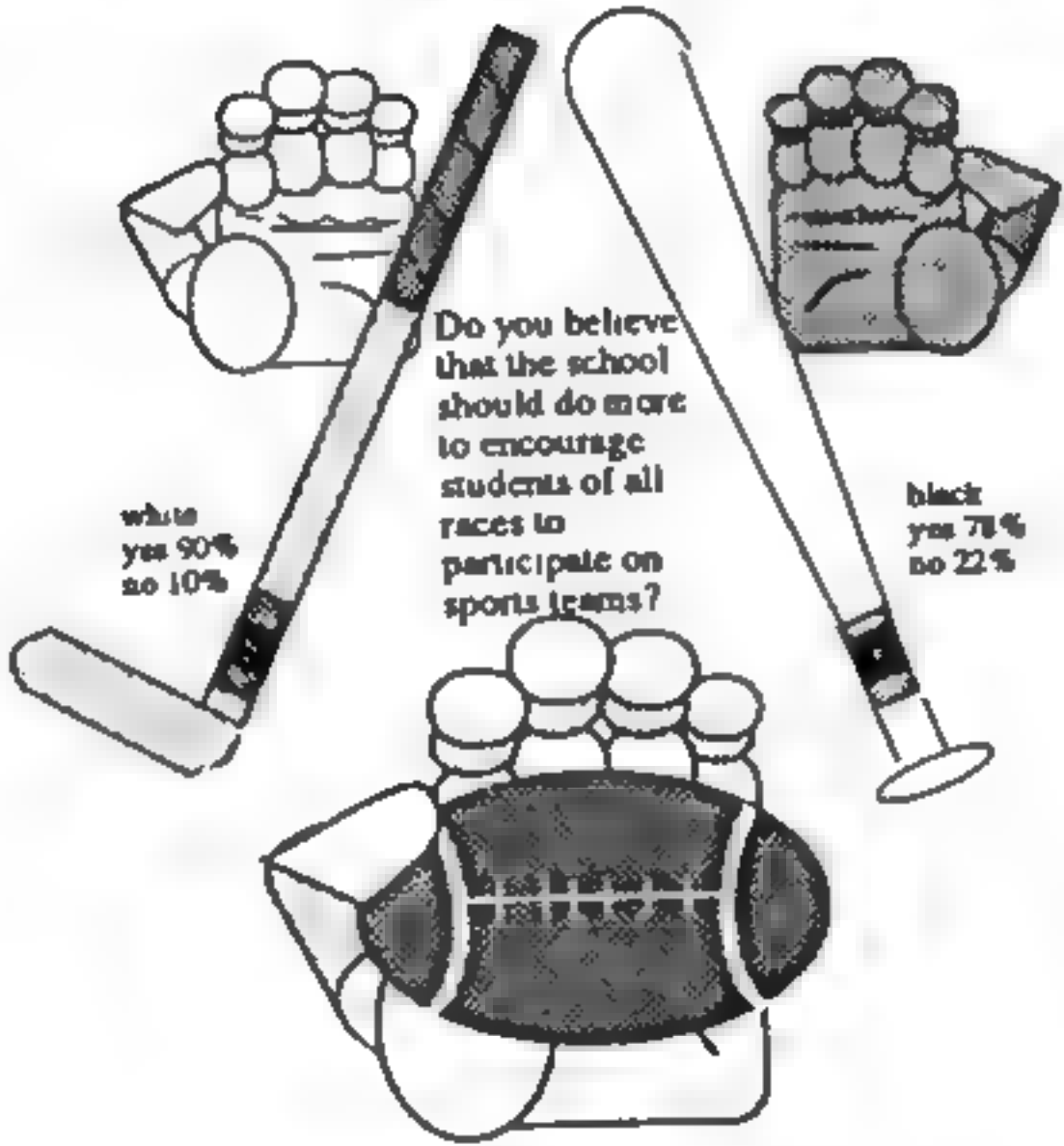
—Ernest Welsch

Student-athletes speak out about diversity

Do you believe that all sports teams actively encourage participation by members of every race?

white
yes 90%
no 10%

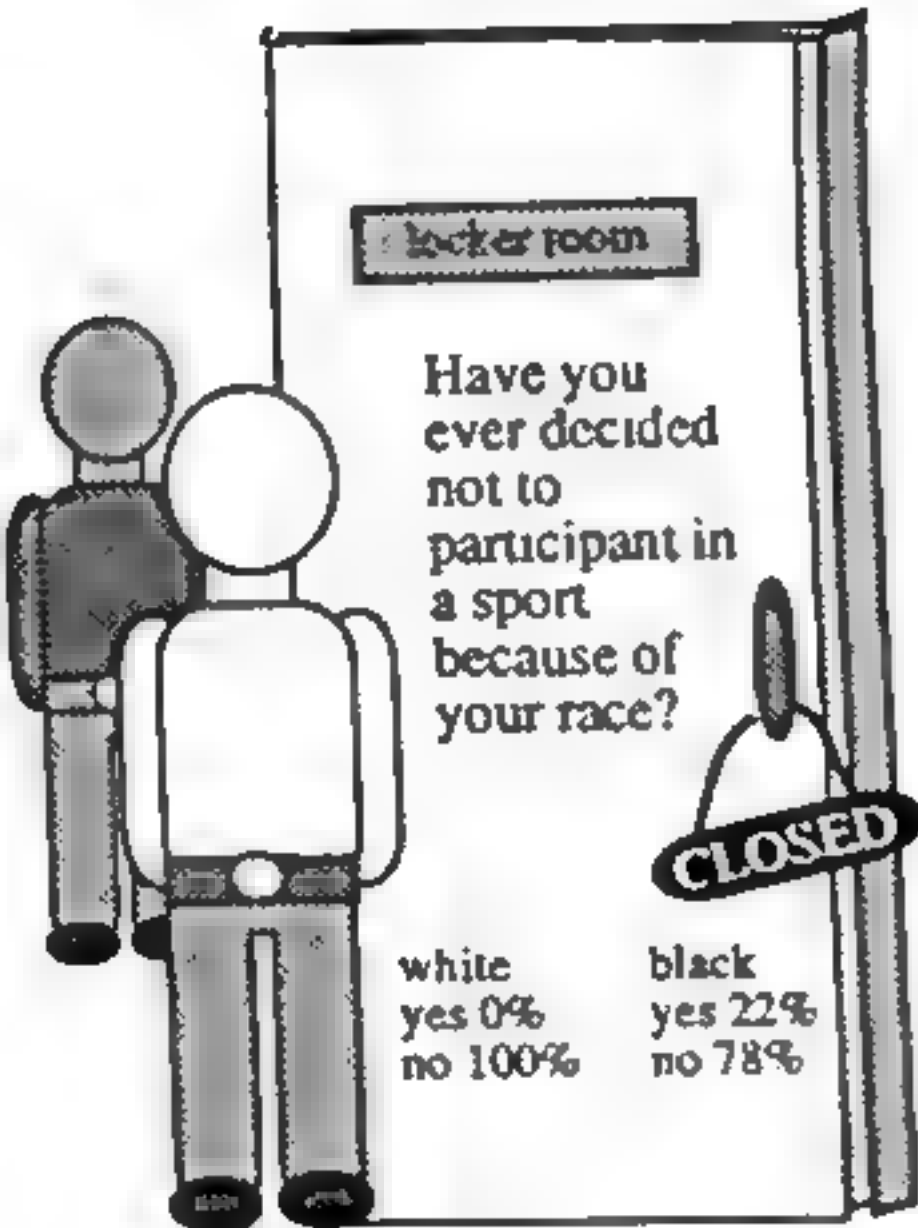
black
yes 78%
no 22%



Do you believe that the school should do more to encourage students of all races to participate on sports teams?

white
yes 90%
no 10%

black
yes 78%
no 22%



Have you ever decided not to participate in a sport because of your race?

white
yes 0%
no 100%

black
yes 22%
no 78%

Source: Shakerite survey
Shakerite graphics by Emily Tross

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Field Hockey qualifies for state tournament

BY MARK SMITH
Sports Editor

The field hockey team has once again made it to the state tournament after winning the state championship last year.

Coach Linda Betley thinks this year's team is better than last year's.

"We are more complete and more people are scoring this year," she said.

Shaker has already beaten Hudson 1-0 in the last game of the regular season. Shaker played Hudson in the state championship last year. Last week Hudson lost to Maumee Valley, the team that Shaker is now looking forward to playing in the first game of the state tournament.

Freshman Jennifer Webb was surprised that Shaker was going to play Maumee Valley.

"We thought we would play Hudson," she said.

Freshman Tonia Porras was confident that Shaker will win the second game of tournament play against Maumee Valley.

"The first time we played them we beat them 2-1," she said. "Now we're more pumped up."

To get to the second round of tournament play, Shaker defeated Cleveland Heights 3-0. Webb, only a freshman, scored two goals and junior Lindsay MacDonald hit in another.

In the game, Cleveland Heights had four penalty corners in the first half, three in the second. Shaker made seven shots on goal in the first and 11 in the second.

Betley said Shaker controlled the game from the beginning.

"We dominated in shots on goal," she said.

Betley added that there was only one point in the game where Shaker lost control.

"The beginning of the second half was a little touch and go," she said. "We committed a foul and Cleveland Heights got the ball and then we'd either [turn over the ball] or commit another penalty."

Shaker had to win the game against second place Hudson as well. Junior Ashley McWilliams scored the only goal in the game. Betley said Shaker won the game because of good speed and agility.

"A lot of hustle on defense," she said, "and [good] movement of the ball going down the field [contributed to the win]."

Webb said Shaker's main competition will come from Ottawa Hills.

"We lost to Ottawa Hills earlier in the year," she said. "They scored two goals in the first couple minutes of the game Sept. 26. It was the first time we thought we would lose [a game]."



OFFENSIVE HUSTLE. Senior Margaret Nix works the ball downfield against Western Reserve Academy. The offense has been Shaker is now in postseason play and has won all but one game in regular season. The State Champions took the field against Maumee Valley in Hudson last Friday.

Shakerite photo by Jason Hamilton

Webb also said that Hathaway Brown will be a challenge in the upcoming tournament games.

"The rivalry between Shaker and HB is intense," she said.

She noted that Shaker tied to Hathaway Brown in regular season play on Sept. 29.

Senior captain Amy Kalan said that the team is healthy and strong enough to do well in states.

"We're strong all around," she said. "There are no major injuries yet."

Kalan thinks that the team has had a fulfilling season because of team bonding.

"We've grown up together playing hockey," she said. "Even our personal differences cannot break us apart."

When asked if Shaker's reputation can put too much pressure on the girls, Betley said that the team is very competitive.

"Field hockey is a tradition at Shaker no matter what year it is," she said. "The competition is very competitive. Any team that is up against Shaker wants to beat them."

Mens soccer takes loss in sectional tournament

BY JEFF JABLOW
Staff Reporter

The mens soccer team lost in the sectional soccer tournament to Eastlake North in a shootout after playing three overtime periods.

The game lasted well over two hours. After regulation play was finished the game was scoreless. The teams then went into a ten minute overtime period. The game was still tied. Then they played two overtime periods each two minutes long, which were deadlocked once again. The teams finally broke the tie when Eastlake North won in a shootout 4-3.

Coach Dennis Mephram was impressed by the team's performance in the sectional tournament.

"This was one of the best games of the year," he said. "Everyone played exceptionally well, especially [senior] Jaime Porras."

Mephram also said he was pleased with the play of his starters in the sectional game.

"In that game I did the least amount of subbing," he said, "with everyone playing as well as they did."

Starters in the sectional game were junior forward Cliff Mendelsohn, senior forwards Chris Ticconi and Jeff Ngo, sopho-



SOCCER ATTACK. Senior Ramin Pirouz sets up to kick during a practice. The varsity men soccer team has attempted a new style of offense opposed to the standard kick and run strategy.

Photo courtesy of the Gristmill

more midfielder Brian Zambie, senior midfielders Chris Lockrem and Ari Chopra, junior goalie Jason Lowe, junior defensivemen Greg Guice, Ben Cullis and senior defensivemen Porras and Andy Federer.

Coach Mephram said that the team does

not have a true forward, a player who is sneaky and can score a lot of goals.

Mephram said that in the sectional tournament, Eastlake North played the style of offense that he did not want Shaker to play. Mephram and assistant coach Istvan Tomoga stressed a controlled attack with more pass-

ing rather than the kick and run philosophy of other teams.

Federer said that the team played well with the new offensive strategy.

"We played sound soccer as opposed to kick and run," he said.

Mephram said that the team caught on to the style of play quickly.

"The team had a willingness to learn the new system," he said.

Tomoga said that Shaker's playing strategy benefited their opposing teams in its early stages, but that the Shaker players were eager to learn it.

"The other teams had a philosophy of kick and run and they ultimately did better than us," he said. "But we had a great bunch of kids who wanted to improve."

Porras felt that Shaker's controlled strategy worked in their favor against Eastlake North.

"We played very well [against Eastlake North]," he said, "and passed well by opening up space on the field."

Morgan said he was optimistic for next season.

"Things should look better next year as the coaches gain experience," he said.

The team ended the season with a record of 5-8-3.

Red Raider WrapUp

Varsity Football

RECORD: 3-5

LEL RECORD: 2-3

NEXT GAME: Saturday against Shaw.

Shaker Hts. 7 20 13 0 - 40
Normandy 0 0 8 0 - 8

Field Hockey

RECORD: 14-1-1

NEXT GAME: State tournament is November 6 and 7.

Varsity Volleyball

DIVISION I SECTIONAL: Parma 6-15-15; Shaker 15-12-7.

Mens Varsity Soccer

RECORD: 5-7-3

SUBURBAN LEAGUE RECORD: 5-7-3

Womens Varsity Soccer

RECORD: 6-7-2

Womens Tennis

RECORD: 9-10

LEL STANDING: 2nd place.

Golf

RECORD: 11-10

FOCUS

November 2, 1992

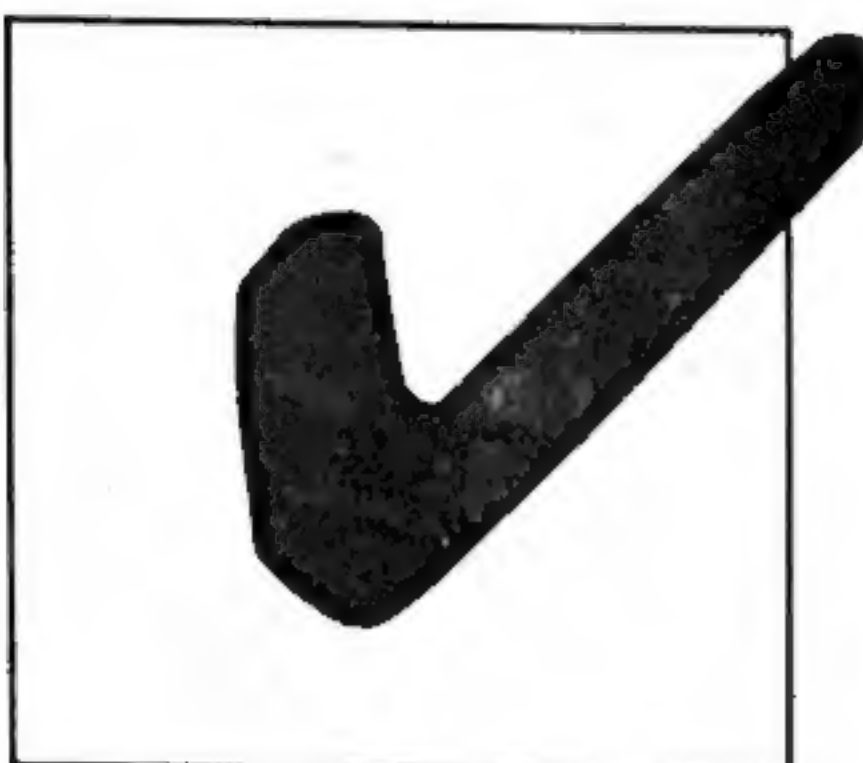
A Supplement to The Shakerite

Inside:

THE ROAD TO THE WHITE HOUSE
— PAGES B/C

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CANDIDATES AND THEIR PLATFORMS
— PAGE B/C

A LOOK AT THIRD PARTY
CANDIDATES FOR THE PRESIDENCY
— PAGE D



Election '92

The Road to the White House

Election given back to people

BY JEFF EPSTEIN
Opinion Editor

For many voters in this 1992 presidential election, it is politics as usual. Most people feel that the candidates are mudslinging, dodging the issues and refusing to listen to the pleas of voters.

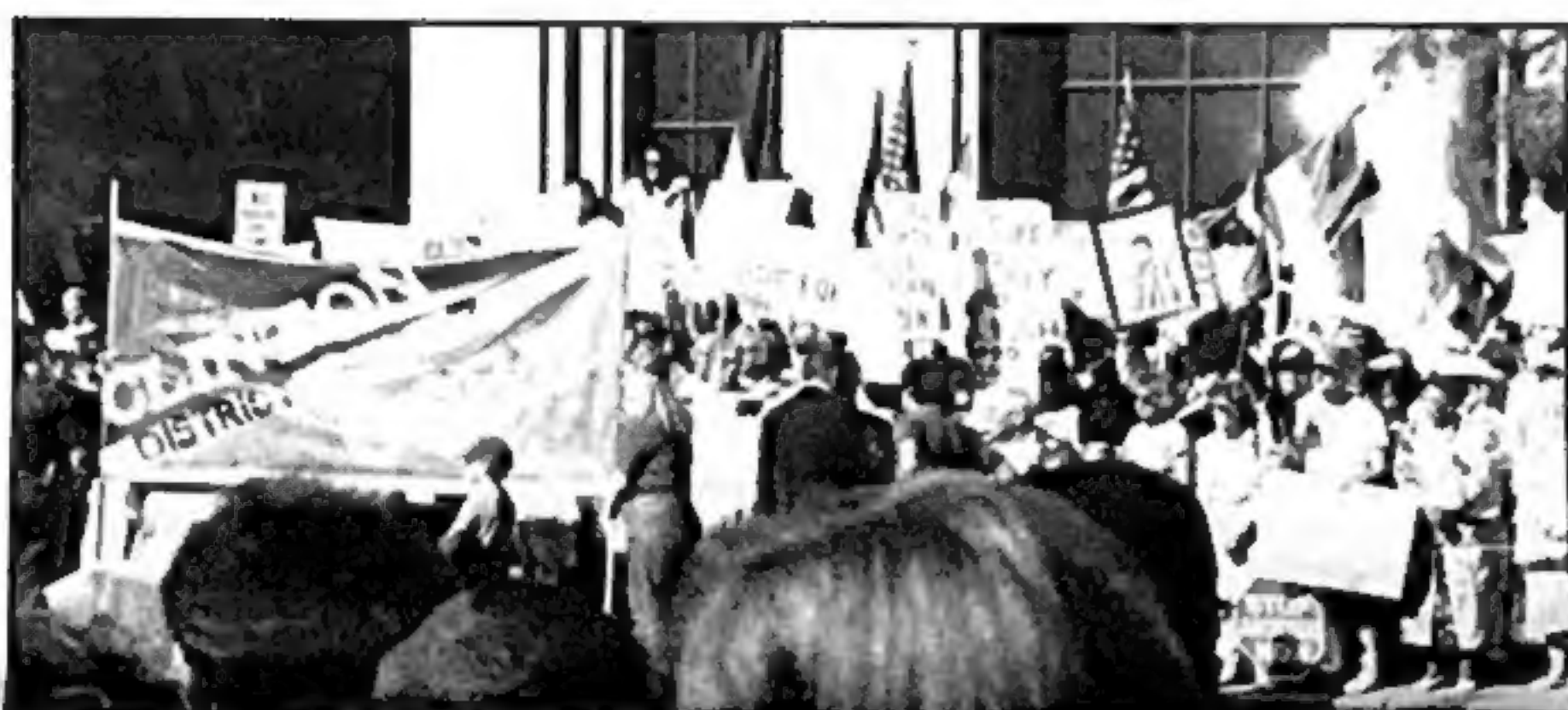
ANALYSIS

The second of the three debates was amazing. Many people tuned in, expecting to see the mud flying. It was predicted that Ross Perot would be completely ignored as a serious candidate, that George Bush would continually attack Clinton's character and that Bill Clinton would attack Bush's "read my lips" blunder.

Instead of seeing all of this nonsense, those watching witnessed a revolution in politics. The candidates were seated on stools, free to wander around the stage. Real voters posed the questions, and they expected real answers. The candidates were being forced to deal with the issues.

Throughout this election, claims have been flying about corrupt politicians and a system of government and politics that doesn't work. The media and much of the public had bought into many of these ideas and agreed that the system probably needed to be overhauled. After this debate, however, the American voters saw the future of politics, and there was an overwhelmingly positive response.

The viewers of the debate saw politics where a candidate could not get off on avoiding the issues. A new generation of tough voters who are truly concerned about the issues, not the slime, and who are willing to fight to get their answers



THE VOTERS TAKE CONTROL. Supporters of Democratic presidential Candidate Bill Clinton gather for a rally in Public Square late this summer.
Photo courtesy of Jessica Powell

emerged. The candidates outlined their plans honestly and comprehensively.

Throughout this election, critics have denounced all three candidates for various reasons. Six months ago people wondered whether Bush would be renominated and whether Clinton would make it to the Democratic convention. I had never even heard of H. Ross Perot. While his chances of winning are slim, Ross Perot has changed the face of American politics. Perot is an idealist who is trying to force the voters to look beyond the politics and look at the issues. Even though Perot stands little chance of winning next Tuesday, I feel that he has improved the public's knowledge of the candidates and made both of them a little squeamish.

The electronic Town Hall meetings are a technological advance. The Town Hall process, by which voters can express their concerns to the President and candidly ask questions, is revolutionary. They

will allow the people to have a direct line to the President and a chance to voice their opinion. The second presidential debate was a good example of the Town Hall process and whoever the next President is will probably try to create some type of forum like the Town Hall.

The 1992 election will probably come and go silently. A President will be elected, his staff appointed, and that will be the end. Despite all of this, the 1992 elections will remain in history as a turning point in the political process. It will be remembered as the year when the candidates were finally forced to admit their mistakes, defend and clarify their stands on the issues, and talk about what really mattered to voters. It will be remembered as the year when the town hall format came into widespread existence and use. Hopefully, the ultimate winner of this election will not be a candidate.... it will be the people.

Everything you ever wanted to know about the electoral college, but were afraid to ask

■ HOW ARE DELEGATES TO THE ELECTORAL COLLEGE CHOSEN?

Delegates are chosen in two ways.

➤ **Presidential primaries:** Voters of each state vote for the delegates pledged to the candidate they support.

➤ **Caucuses:** Local meetings in which party voters choose delegates to conventions. Starting at a neighborhood precinct level, delegates are chosen to attend county caucuses, congressional district caucuses, state convention and national conventions.

■ WHAT DOES THE ELECTORAL COLLEGE DO?

➤ It elects the President on the Monday following the second Wednesday in December. Each delegate votes and the ballots are sent to the Vice-President (also the President of the Senate).

➤ The votes are counted by the Vice-President upon the opening of the new Congressional session, this year on Jan 6.

➤ A majority of 270 out of 538 electoral votes elects the President.

■ WHAT HAPPENS IF NO CANDIDATE GETS THE MAJORITY?

➤ The House of Representatives chooses from the top three electoral vote getters. Twenty-six votes (Each state gets one vote) are needed to elect the President.

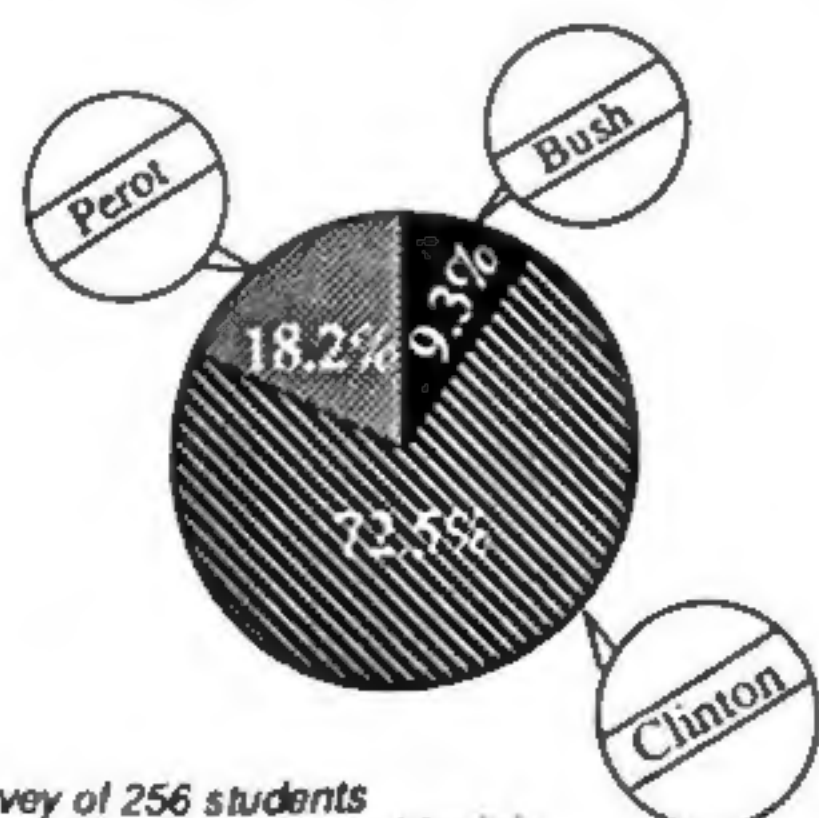
➤ With Fifty-one Senatorial votes the new Vice-President is elected.

compiled by Nanar Tabrizi

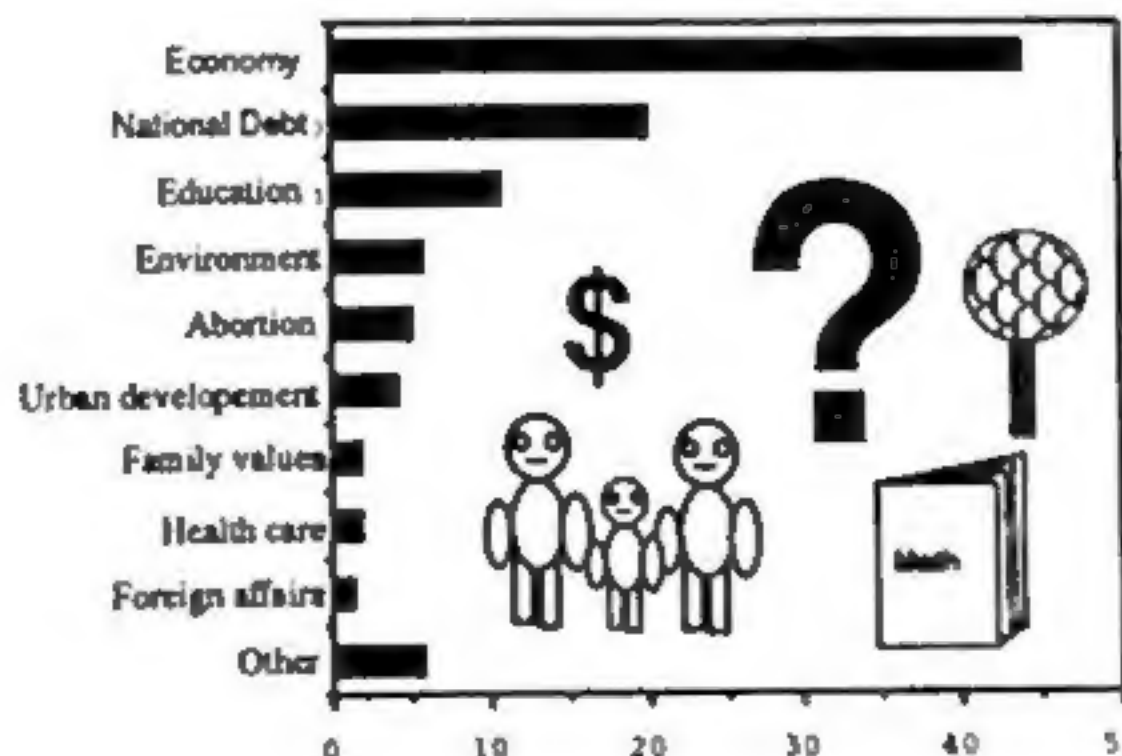
Students evaluate election issues

Who do you think will win the election?

What issues are most important in the campaign?



Source: Survey of 256 students
Shakerite Graphics by Courtney Masini





Bush stresses 'experienced leadership'

■ **JOB:** Bush plans to spur growth through cuts in personal and capital gains taxes and through the recently negotiated North American Free Trade Association (NAFTA) agreement with Mexico and Canada. He would give \$3000 "skill grant vouchers" to displaced workers to re-train them for new jobs.

■ **DEFICIT REDUCTION:** Bush favors a Constitutional amendment requiring a balanced budget and giving the President line-item veto authority. He says he would cut spending by \$300 billion over five years. Bush has proposed allowing taxpayers to designate up to 10 percent of their taxes to deficit reduction.

■ **HEALTH CARE:** The President favors tax credits to enable people who currently cannot afford health care to buy health benefits themselves. He opposes a federally mandated health care system.

■ **EDUCATION:** Bush supports a federally subsidized program which would give \$1000 vouchers to parents to help pay for private, public or parochial schools. He supports increased funding of the college Pell Grant program for middle and low income family college students.

■ **ABORTION:** He supports a Constitutional amendment which would overturn *Roe v. Wade* making abortion illegal in all cases except rape, incest and when the life of the mother is threatened. He has vetoed seven abortion-related bills.

■ **ENVIRONMENT:** Bush favors maintaining jobs which are currently under risk of being terminated in the enforcement of the Endangered Species Act. He favors creating a cabinet-level Department of the Environment and opposes a proposal that would raise auto fuel efficiency standards from 27.5 mpg to 40 mpg by 2000.

■ **DRUGS:** He is opposed to the legalization of drugs and favors a strong, anti-crime policy.

■ **DEFENSE:** Bush favors modest spending cuts in the military budget and would cut spending by \$50 billion by 1997. He would leave 150,000 American servicemen in Europe.

■ **CRIME:** The President supports the expansion of the death penalty and would apply it to more federal crimes. He favors tougher sentences for drug traffickers and users. Bush opposes a ban on semi-automatic weapons and vetoed the Brady Bill which would have placed a waiting period on handgun purchases.



Candidates travel road to White House

BY JEREMY PARIS AND AMY LIPTON
Co-Editor-in-Chief and Staff Reporter

The Presidential election is coming fast upon us. Tomorrow voters everywhere will decide who will be the next president of the United States. To make that job a little easier, here, in a nutshell, are the highlights of the last few months of the campaign.

Before the Conventions

Early this year, on CNN's *Live With Larry King*, Ross Perot announces that if the American people put his name on the ballot for president of the United States, he will run. Over the next few months, he proceeds, with the help of a virtual army of volunteers to get his name on the ballot in all 50 states. Perot, fueled by the dissatisfaction of Americans with the government's inability to end the recession, takes a surprising lead in the polls over Democratic nominee Bill Clinton and Republican incumbent George Bush.

Throughout the primaries and leading up to the convention, Bill Clinton has to weather an incredible amount of personal attacks by the media and controversies involving possible drug use, an extramarital affair, draft evasion and racism. Clinton emerges from the primaries trailing both Bush and Perot in the polls.

Only four days before the Democratic National Convention, democratic nominee Bill Clinton chooses Tennessee Senator Al Gore as his running mate.

The Democratic Convention

The convention, held in July in New York City, is hailed as a major success for the Democrats, who are known for unorganized conventions where delegates spend most of the week arguing. They present a seemingly solidified front behind the leadership of Bill Clinton.

Perot Drops Out

On July 16, the day of Clinton's acceptance speech, Ross Perot, who is still an undeclared candidate, says that he will not enter the race. Perot claims that his reason for not running is that it would be "disruptive to the country."

After Perot drops out, both major parties scramble to win over his base of support. A series of polls shows that the majority of Perot's supporters are leaning towards Bill Clinton. Clinton, dubbed the "Comeback Kid" by the media, takes a lead in the polls after trailing since the primaries.

Republican Convention

In mid-August in Houston, the Republican Convention delegates, in an effort to regain momentum, rallies around their conservative, right-wing base. Television ministers such as Jerry Falwell speak at the convention as the Republicans claim that they will support old-fashioned "family values." The convention is attacked by the media for avoiding the issues and being out of touch with the American people. Bush's convention "rebound" in the polls is not enough to offset Clinton's lead. Also in August, Bush's successful Secretary of State, James Baker, takes control of the Bush campaign.

The Dog Days of September

In mid-September, *The Los Angeles Times* reports that in 1968, Clinton's uncle Raymond Clinton delayed his army induction as doubts about Clinton's draft record ignited. At the same time, speculation arises about a possible "October surprise" by Ross Perot who hints that he may reenter the race.

Bush introduces his "Agenda for American Renewal" at the Economic Club of Detroit in an attempt to provide an economic plan with more cohesiveness and clarity.

Perot Returns

In late September, Ross Perot announces that he will be reentering the race (officially entering for the first time). Perot chooses as his vice-presidential running mate retired admiral James Stockdale.

The candidates agree to hold a series of three televised presidential debates, each with a different format, between October 11 and 19. A vice-presidential debate is also scheduled for October 13.

Of the three debates, only the second one, October 15, stands out. In it, the candidates are questioned by an audience of undecided voters and are forced to stay focused on issues concerning the American people.

Throughout the debates, Clinton is attacked as untrustworthy for not coming clean about his draft record, but appears to be a well-prepared candidate who desires change. Bush is questioned about his involvement with Saddam Hussein prior to the Gulf War, but tries to appeal to the American people as the candidate they would most trust during an international crisis. The major knock on Perot, whose appeal lies in the fact that he is not a "politician", is his vagueness with regards to how he plans to institute his plans. He is also attacked as a quitter because he dropped out of the race earlier when the going got tough.

In the vice-presidential debate, Dan Quayle and Al Gore spend most of the debate questioning the work ethic and character of the presidential candidates. Stockdale seems overwhelmed, out of place and unprepared and becomes somewhat of a national joke with his opening line, "Who am I and why am I here?"

The Home Stretch

In the last several weeks of the campaign, Bill Clinton's lead in the polls begins to shrink although he remains ahead. Perot, who was thought not to have enough time to gather major support, continues to gain in the polls, while the President remains in second place. However, despite the fact that his lead is shrinking, the thought in the media is that Clinton's projected command of electoral college votes will be hard to overcome. Still, the race is not over until the fat lady sings.

The Road to the White House

Compiled by Joshua Goodman, Carrie Lyons, and Jennie Reiff

Shakerite artwork by Clay Weiner

Perot advocates 'shared sacrifice' in plans

■ **JOB:** His economic recovery plan calls for the elimination of capital gains taxes for investment in new small businesses and reducing the tax rate for long term business investment. He favors giving businesses research and development tax credits to encourage businesses to invest in new products and lines of production.

■ **DEFICIT REDUCTION:** Perot's plan of "shared sacrifice" calls for 15 percent spending cuts in all federal programs, with the exception of defense, debt repayment, and entitlement programs. By reducing spending and raising taxes, Perot says we will have a budget surplus of 10 percent within five years. Perot supports the line-item veto proposal and favors reducing Social Security benefits for those Americans making over a still undefined amount. Perot has also received much praise and criticism for his plan to raise the gasoline tax by 50 cents over a period of five years.

■ **HEALTH CARE:** He supports the establishment of a national health board to oversee the controlling of health care costs and health care reform efforts. He supports setting a national health policy.

■ **EDUCATION:** Perot supports giving parents the opportunity to send their kids to any public or private school in the country, and lengthening the school year.



■ **ABORTION:** Perot supports a woman's right to choose whether or not to terminate their pregnancy. He supports the funding of abortion counseling at federally funded clinics.

■ **ENVIRONMENT:** On the environment, Perot would give tax incentives to those businesses which demonstrate environmentally sound production techniques. In addition to reducing the deficit, Perot says his 50 cents gas tax would help encourage people to consume less gas and serve as an incentive for businesses to invest in research of alternative fuels.

■ **DRUGS:** Perot is opposed to the legalization of drugs and favors converting former military bases to drug rehabilitation centers.

■ **DEFENSE:** Perot's defense cost would total \$90 billion by 1997. He plans to cut the U.S.'s military presence in Europe and Asia. He says Europe and Asia should pay \$100 billion toward their own defense.

■ **CRIME:** Perot supports the death penalty and would make a mandatory life sentence for any person convicted of three violent



Clinton aims to 'change America'

■ **JOB:** Clinton promises to create 8 million new jobs in his first term. He supports a \$20 billion a year "Rebuild America" program to rebuild our nation's infrastructure and economic base. He would end tax breaks for companies that ship jobs overseas and supports a 1.5 percent payroll tax on companies to partially pay for a job training program. He supports the NAFTA agreement in principle, but favors more job security for U.S. labor workers.

■ **DEFICIT REDUCTION:** The Democratic nominee plans to cut the deficit in half (to \$141 billion) during his first term by cutting the military's budget, eliminating 100,000 federal jobs and by increasing taxes on those Americans in the upper 2 percent income level (those earning over \$200,000). Like Bush, Clinton favors a line-item veto, but opposes a balanced budget amendment.

■ **HEALTH CARE:** Clinton supports universal health care coverage, to be funded by employers or companies that do not provide health benefits to their employees. Clinton favors small businesses pooling their resources together to provide coverage.

■ **EDUCATION:** Clinton supports government voucher payments to parents, allowing them to send their child to any public school. He opposes voucher payments for private or parochial schools. Clinton would make college available to all, to be repaid as a percentage of future income or through community service and volunteer corps.

■ **ABORTION:** He supports a woman's right to choose whether or not to terminate their pregnancy and supports the funding of abortion counseling at federally funded clinics. Clinton has also suggested a "litmus test" for all Supreme Court nominees, ensuring their support of abortion rights.

■ **ENVIRONMENT:** He is opposed to drilling for oil in the Alaskan Arctic Refuge, but favors raising the auto fuel efficiency standards to 40 mpg by 2000. Clinton says he would enact a strong recycling and energy conservation package if elected. His vice-presidential candidate, Al Gore, has drawn both much praise and criticism for his often controversial environmental policy.

■ **DRUGS:** The candidate is against legalizing drugs but supports increasing funds for drug treatment programs, therefore making drug counseling more readily available.

■ **DEFENSE:** Clinton would cut the military budget by \$100 billion by 1997 and favors retaining a maximum of 100,000 troops in Europe.

■ **CRIME:** Like Bush, Clinton supports the death penalty. He differs from Bush in his support for a waiting period for handguns (Brady Bill) and ban on semi-automatic weapons. He aspires to place 100,000 more police officers on the streets through a national police corps.



Making the election interesting...

Third parties provide variety

BY JOSHUA GOODMAN

Co-Centerpiece Editor

The first African American female could be elected President of the United States this November. That is, of course, if enough people vote for Lenora B. Fulani, presidential candidate for the New Alliance Party.

Fulani is not alone. In this often confusing political year, more and more third party candidates have hit the campaign trail and are looking for votes.

Third party and independent candidates have existed since the early 1800's. Although none have won the presidency, many have gained enough widespread public support to force the two parties to adopt some of their proposals. This year's candidacy of Ross Perot is but one example.

One of the more obscure third parties is the Prohibition Party (also known as the National Statesman Party) whose sole goal is the elimination of alcoholic beverages in our country. Its greatest triumph was the passage of the 18th Amendment to the Constitution, which led to the prohibition era of the 1920's.

Another obscure third party is the Apathy Party, which will appear on the ballot in Arkansas. The Apathy Party's presidential candidate, Jim Boren, says he is the only candidate who will not steal in the first two years of his administration.

According to the Federal Election Commission, over 24 third party and independent candidates will be on the ballot in various states. This year's field includes doctors, Marxists, clergy men, an imprisoned felon and a billionaire. In Ohio, voters will be able to choose from six independent candidates. A brief synopsis of each one's platform follows.

H. Ross Perot/Independent: The Texas Billionaire's grassroots campaign has enabled him to be on the ballot in all 50 states. His popularity has been such that he was included in the presidential debates and now maintains support from over 15

percent of all voters. Although Perot's platform focuses primarily on the national debt and the nation's economic woes, he has positioned himself on many other issues. Perot's economic program calls for a gradual five year reduction of the national debt, paid for by increasing taxes and cutting spending in government entitlement programs.

Andre Marrou/Libertarian Party: The Libertarian Party is considered the third largest political party in the United States. It is the only third party that has petitioned to be placed on the ballot in all 50 states. Over 750 Libertarian candidates are on the ballot in local, state and federal elections, among whom 140 are running for Congress. In 1988 the party received .25 percent of the vote. The party was founded in 1971 to restore constitutional government by limiting government activity. Its philosophy is that individuals should depend less on government and more on the private sector. It supports the elimination of the income tax, a return to a laissez-faire economy, an end to government regulations of business, legalization of drugs, initiation of school choice education reform, withdrawal from the United Nations and the adoption of a neutral foreign policy and the protection of reproductive, religious and individual freedoms.

Dr. John Hagelin/Natural Law Party: The Natural Law Party was founded in 1992 to "bring the light of science into politics," by introducing scientifically proven solutions to the nation's ills. The Natural Law Party believes that stress obstructs individual behavior and therefore must be eliminated in order to preserve the success of democracy. On the economy, the party calls for the lowering of taxes and investment in human resources. The party supports preventive health care through education, transcendental meditation and preventive-oriented natural medicines. In the wake of the Cold War, the Natural Law Party favors a foreign policy based on the exportation of knowledge rather than military aid. The party will appear on the ballot in 27 states, including Ohio.

Bo Gritz/Independent: Gritz's platform calls for a return to a Constitutional government. On the economy, Gritz favors the elimination of the income tax and the Internal Revenue Service, the elimination of the privately owned Federal Reserve System and a return to the gold standard. Gritz also promotes "fair trade" through tariffs and excise taxes on foreign products and foreign-owned U.S. businesses. Political corruption, Gritz says, can be eliminated by cutting the pay of all federal employees, cabinet members and members of Congress.

Lenora B. Fulani/New Alliance Party: The New Alliance Party bases its entire platform on the expansion of democracy to all people, especially African Americans, Latinos, labor workers, and gays and lesbians. The New Alliance Party will be on the ballot in 38 states. In 1988, Fulani received 217,219 votes. The party aims to open up the political process by doing away with regulations that keep people from participating in the political process. Proposals include: same-day voter registration, extension of the voting period, requiring the media to provide equal air time for all candidates and the elimination of Political Action Committees (PAC's).

Lyndon LaRouche/Independent: Serving a 15 year prison term since 1988 for convictions of conspiracy against the U.S., LaRouche runs his campaign from the Federal Prison in Rochester, Minnesota. He believes in the federalist ideals of Alexander Hamilton and believes in a larger role for the federal government. LaRouche received 98 percent of the vote in 1971 and will be on the ballot in 17 states. LaRouche attributes the country's economic difficulties to a shift in culture away from a moral and rational culture to an immoral counterculture. LaRouche calls for the rebuilding of our industrial and technological base and the elimination of our post-industrial society and service oriented economy. LaRouche calls for massive public spending to develop our nation's infrastructure and educational system.

Test how much you know about Presidents

1. Who was the tallest President?
2. Which President had the shortest term in office?
3. Who had a horse in the White House?
4. Which President had a dog named Millie?
5. Which President served the most terms?
6. Name the only President who did not belong to a political party.
7. Name the only President to be impeached.
8. Name the only President who resigned.
9. Who was the first President to live in the White House?
10. Who was a peanut warehouseman?
11. Which President was nicknamed "Old Hickory"?
12. Who was the first President?
13. Which 20th century President was crippled?
14. Which President proposed a program called the 14 Points?
15. Which President was friends with Sir Isaac Newton?

ANSWERS:

1. Abraham Lincoln
2. William Henry Harrison
3. J. F. Kennedy
4. Ronald Reagan
5. Franklin D. Roosevelt
6. George Washington
7. Andrew Johnson
8. Richard Nixon
9. John Adams
10. Jimmy Carter
11. Andrew Jackson
12. George Washington
13. Zachary Taylor
14. Franklin D. Roosevelt
15. none

Questions compiled by Rebecca Davis

Local elections focus on key issues

SENATE

■ John Glenn
Democrat
3 terms in the Senate

Cutbacks in military funds
against raising revenues
supports public schools
against term limits
pro-choice

■ Louis Stokes
Democrat

any economic resource that
will make education
available and affordable to
all

Issues 2, 3, and 4: Term limits

Problems: bounced checks, drugs sold at House Post Office, high salaries

Solutions: eight-year or two-term limit on Ohio members of congress, state legislature and state officials

For: politicians live as citizens without extra luxuries they can serve, then be forced to live under laws they passed

Against: it would bring fresh personalities into government

our government needs veteran leadership
people who do a good job could not be reelected

U.S. HOUSE OF REPRESENTATIVES

■ Edmund Gudenas
Independent

Supports local and parental
controls of schools
greater control to local
school boards
school choice

OHIO HOUSE OF REPRESENTATIVES

■ Ed Anderson
Republican

raising taxes to help Ohio's
development
for budget cuts

■ Jane Louise Campbell
Democrat

education to help develop
ment
promotes higher education
investment in small businesses

■ Issue 5: Chemical Labeling to guarantee consumers the right to know when they are exposed to dangerous amounts of chemicals. It would require polluters to warn neighbors of dangerous chemical exposures

For: California has a labeling law which has resulted in companies removing toxic chemicals from products

Only about five percent of all chemicals need to be labeled

No new taxes would be created because fines affect polluters, not voters

Against: The issue would provide no additional consumer protection

Extremely high costs would be added to consumers and businesses

Many of the chemicals are in every day items that aren't dangerous

Loophole: local and state government agencies are exempted

■ Gerald Carver Henley
Independent

Government should set up
standards for the schools,
but keep them state-funded
federal government should
be limited and minimal

ISSUES:

■ Issue 1: Proposed Constitutional Amendment to amend Ohio Constitution

For: would educate the public on constitutional problems
Provides a democratic procedure for amending the constitution

Provides opportunities to look at entire document
Against: We already have less expensive, less drastic methods for changing the Constitution

There is a fear that "anything can happen" at a constitutional convention

Public apathy is a problem. Unless proposals are supported by prominent figures, the proposals can be defeated.

■ Beryl Rothschild
Republican

Govt. should fund schools
prepare the workforce for a
global economy with "full
start" program through a
National Trust Fund